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ABSTRACT

A part of the adult basic education (ABE) teaching/learning management system called CUBE (Continuity and Unity in Basic Education), this volume contains information for use in implementing reading programs for ABE students with learning disabilities. It consists of two notebooks. Included in the first one are an overview of the program; testing information on cognitive mapping and learning disabilities; and five sections on multimodality teaching methods/adaptations for use with new readers (the Frances Early Approach, the Sullivan Program, the Neurological Impress Method, the Prime-O-Tec Reading Program, and the VAKT or Visual-Auditory-Tactile-Kinesthetic Approach). Presented next are diaries recording the experiences of four project staff in teaching reading to adult students with learning disabilities. (A project report describing the development of these materials as well as the other CUBE system instructional materials and manuals are available separately--see note.) (MN)

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LEARNING DISABILITIES

GOAL VI

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CUBE

A READING PROGRAM

FOR

ADULT BASIC EDUCATION

0-6 GRADE STUDENTS

Book 1 of three books in this program

LaVon Coate

Project Director

Developed by the staff of the Adult Basic Education Program
at Vincennes University
(A Community College)

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TO WHOM WE OWE A GREAT DEAL

The work of George and Frances Early is the basis of this project. It is their thoughts and experiences that have enabled us to understand the diagnosis and remediation of learning disabilities. Dr. Early is a faculty member at Indiana State University. Mrs. Early is a consultant with the Katherine Hamilton Mental Health Center. Their combined experience includes clinical diagnosis, research, inservice teacher training and college teaching.

The work of the Early's was introduced to us by one of our former staff members, Bob Gossom. Bob, through his graduate school contact with Dr. Early, brought the concept of multi-sensory learning and the remedial teaching methods to our program.

Jim, Lillian and Judy adapted Cognitive Style Mapping for use in Adult Basic Education. Their knowledge and experience proved to be invaluable as we adapted CM to our needs. This new area of education has already proven itself to be an interesting key to self-awareness and retention.

Jim Pass and the staff at the V.U. Audio-Visual Center were the developers of the self-study materials. We provided Jim with the information and he turned it into self-study materials. This format is a departure from the traditional staff development training workshop. We hope this approach will enable us to share our thoughts with more people.

THESE CONCERNS ARE THE REASON FOR THIS PROJECT

Our experiences with Level I students have been as confusing as yours. Because of our experiences, we decided to develop this reading program.

Although there is no "typical" ABE teaching/learning situation, we feel that these materials will meet some common needs:

- basic teaching information
- diagnostic tests
- explanation of skills
- materials diagnosed for skills
- a system for organizing an individualized program
- diaries of personal teaching experiences

HOW DOES THIS PROGRAM WORK?

This reading program is divided into three separate books. Each book contains a Table of Contents and, when appropriate, separate instructions. In addition, each section has an introduction. You may want to read through all of the introductions first. This will help you get a "feel" for the entire contents.

Notebook 1 contains overview and testing information on cognitive mapping and learning disabilities. The notebook also has five sections on multimodality teaching methods/adaptations for use with new readers.

Notebook 2 focuses on the reading skills for 0-6 grades. There is a section which defines all of the skills and lists them in a sequential order of 7 steps. Another section has the skill tests. The final section contains the taxonomy of reading materials which lists specific pages in numerous materials by skills and steps.

Notebook 3 contains the diaries of the four project staff. These diaries are a record of the staffs' experiences with their students. The staff had a variety of educational backgrounds and previous teaching experiences. It is hoped that their experiences will encourage your efforts.

The program is designed so that you may pick and choose which material is most useful for your teaching/learning situation. If you wish any assistance in the use of these materials, please do not hesitate to contact the Project Director:

LaVon L. Coate, Director
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812/882-3350

This program is not designed to be a final answer. Instead, it is a system which will enable you to better organize and understand the teaching/learning process. We hope that this system will be adapted and expanded through use.

THE LEVEL I STUDENT IS AN UNUSUAL STUDENT

They may have attended school but for some reason never learned how to read very well, or at all.

They know something one day and forget the next.

They go through periods of steady progress and then stop.

They cannot learn some things but yet are able to go and learn more complicated skills.

You don't understand why they can't remember some of the easiest things.

You can teach the same thing over and over without making any progress and then suddenly they get it.

AN EXAMPLE OF ONE USE OF THIS PROGRAM

Tom Smith is a new student in the Vincennes A.B.E. Program. The class in his area meets once a week for three hours and is a mixture of levels

The paraprofessional started Tom on the math test. Since he had difficulty with the simpliest of the word problems, the aide decided to start Tom on Test 1 of the Reading Program. He continued through Test 4. On Test 4 he missed many of the comprehension questions and had difficulty with his oral reading. On all of the previous tests he missed several items, mainly in phonics.

In order to develop a prescription sheet (Book 2), the aide had to take several things into account:

1. weak phonic skills
2. level of oral reading and comprehension skills -various levels
3. class size
4. available materials
5. Tom's interests

Tom's prescription sheet included the Sound Way to Easy Reading, Reading Attainment and the Indiana Driver's Training Manual. Most of Tom's class work would be using the Reading Attainment Kit so that he could be doing some multi-modality work while the aide was with other students. He was also given a weekly assignment to do at home with his phonic materials. For several weeks Tom would come to class and automatically continue work on the Reading Attainment Kit. During class, whenever the aide had time, he would review his phonic assignments and be given his next assignment. All of these activities were recorded on his prescription sheet.

After Tom had adjusted to the class activity, the aide brought in a copy of the Indiana Driver's Training Manual. Each week a section of the manual was read using the Neurological Impress Method and some of the words were learned through the VAKT Method. This work was done either before or after the class so as not to interrupt the other students. In addition, the aide made a brief list of information Tom would have to memorize in order to pass his test.(see teaching methods in Book 1)

Eventually, Tom was given the Learning Disabilities and Empirical Mapping Tests (Book 1). Both of these tests helped him and the aide to better understand his learning needs and preferences. Together they continued to develop his reading skills.

NOTEBOOK 1

TABLE OF CONTENTS

Cognitive Mapping pgs. 1-30	Overview, description and test to be used with students.
Learning Disabilities pgs. 31-68	Overview, description and test to be used with students.
Frances Early Approach pgs. 69-77	Method for learning to write letters and learn basic phonetic sounds.
Sullivan Program pgs. 78-102	Textbooks keyed to Frances Early Approach.
Neurological Impress pgs. 103-163	Teaching method for improving reading.
Prime-O-Tec pgs. 164-211	Teaching method for improving reading.
VAKT pgs. 212-238	Teaching method for improving reading.

GOAL VI

LEARNING DISABILITIES

NOTEBOOK - GREEN

Note: There are several approaches included in the LD notebook to teaching learning disabled students. There is no particular sequence in which to use the materials, since utilization is tailored to the student's abilities and needs. We do offer a starting point in the form of a screening test. A brief description of each approach is included in the notebook (pgs. 31-48). Before using any of the learning disabilities materials it should be recognized that learning disabilities may be localized (i.e., a problem in math only) or generalized (i.e., a learning problem in all areas.)

MATERIALS:

-Screening Test for Learning Disabilities
-Sullivan Programmed Readers (also listed in the Reading Taxonomy)

PROCEDURES:

1. The list below suggests some of the indications that a student may be learning disabled. The teacher should become familiar with the LD notebook material before selecting a student for the Screening Test for Learning Disabilities.

   The Screening Test for Learning Disabilities should be given to students who:

   -cannot read or write
   -are placed in Reading Step Test I
   -who display particular difficulty in one area of learning, but who are achieving in other areas
   -who have difficulty retaining information
   -whose writing skills reflect a much lower developmental level than reflected in general intelligence
   -whose reading developmental level is far below general intelligence level

2. Cognitive mapping is an instrument which determines the student's preferred learning style. Upon completion of the Screening Test, Cognitive Mapping should be done with the student. Cognitive Mapping is not only a valuable instrument when working with learning disabled students, but can provide valuable information in establishing the learning patterns and preferences of all students.

3. Once it has been determined from the results of the Screening Test that a student is learning disabled, the teacher is now ready to individualize a program of instruction for the student using one of the approaches summarized on the following page. Much of the material contained in the LD notebook for use with learning disabled students was modified and refined by Frances Early in her work at the Katherine Hamilton Mental Health Clinic, Terre Haute, Indiana.

-SULLIVAN PROGRAMMED READERS
Programmed reading skill-building series designed for adults

-NEUROLOGICAL IMPRESS
A feedback system of unison reading involving hearing, seeing and speaking to recondition reading patterns and responses

-PRIME-O-TEC
A remedial system in which the student hears a smooth reading pattern on audio tapes. This promotes the adjustment of his own faulty reading patterns into one of fluent reading.

-VAKT
A multisensory learning process in which the teacher writes a word in large cursive letters on the board for the student to trace; while the student is tracing, the teacher names each letter or letter sound of the letter; the student continues tracing while naming letters or sounds to himself

In 1974, the Niagara Falls Adult Basic Education Program began Cognitive Style Mapping with students. Since that time they have seen a growth in the ability of the teaching staff to respond to student needs - particularly students that had previously been considered difficult to motivate and retain.

In addition, the teaching staff has responded well to the better understanding of the student's learning process.

The satisfaction of students and staff is testimony to the value of this new educational concept.

What is Cognitive Style Mapping?

Each student comes to the learning situation with a variety of interests and experiences. She/he also comes with a unique achievement level, rate, and manner of learning. Academic needs are often diagnosed before a learning program is set up, but this is no longer enough. To most effectively reach each individual in the learning situation, it is imperative to establish how the student best learns, in addition to what it is she/he needs to learn.

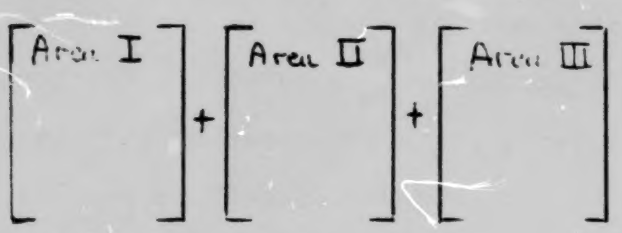
The student's preferred way of learning is her/his cognitive style. This is the manner in which the student selects, organizes, and processes information and experiences. Establishing how the student prefers to learn can be done through Cognitive Style Mapping.

Where Did It Orginate?

Dr. Joseph Hill and associates at Wayne State University recognized the need to identify a college student's cognitive style in the 1950's. One of the main objectives was to develop a level of precision and accountability in education that is similiar to those found in such fields as medicine and law. The concept was later tested at Oakland Community College, of which Dr. Hill is president, in Bloomfield Hills, Michigan. Similar programs have been established in other community colleges as well as the public school system, Starting in 1974, a 309 Special Project conducted by the Adult Basic Education Program in Niagara Falls, New York, adapted Cognitive Style Mapping to A.B.E. It is from this project that we have further simplified Cognitive Mapping so that Indiana A.B.E. Programs can begin to use it without the expense and training of additional staff. This simplified form is called Empirical Mapping.

What is Empirical Mapping?

It is a detailed survey pictorially representing the student's preferred learning style. It relies on your observations as well as a group of questions.



The first area of the map indicates how the student 'takes in' information through the senses - whether he prefers to hear or see, speak or write. This information will help the teacher in selecting and presenting material to the student. Does he prefer to listen to a tape or participate in a discussion, or to see the information in print? Does noise bother him?

The second area is concerned with the physical environment. Does the student "tune out" distractions or will he only attend A.B.E. when the class is small and quiet. Would he prefer a quiet corner with his back to the rest of the room? This information will help the teacher set up an environment which will encourage attendance.

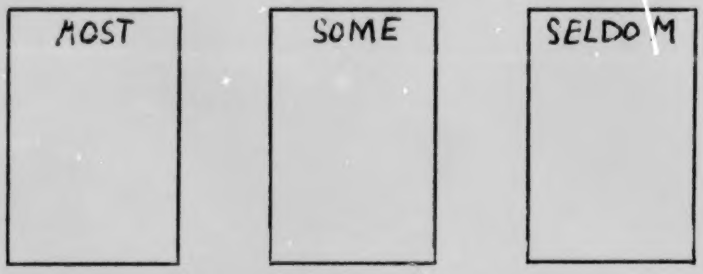
The third area indicates what type of organization the student prefers his learning materials and instruction to have to enable him to process information. The feedback is helpful in selecting and as well as in presenting material. The student may prefer to compare or contrast information, or he may learn more easily from presentations consisting of facts and definitions, or from examples.

He may prefer the teacher to provide brief instructions rather than reading through lengthly printed directions. Or, the printed instructions may be so brief that he is unable to get started without some verbal examples from other students.

HOW TO GIVE THE SURVEY

The survey questions are printed on the file cards. The questions are also on the attached tape cassette. Most level I students will need to have a tape "read" the questions. The survey should be conducted in a quiet and informal atmosphere.

Along with the tape and printed cards, are three sheets marked "Most of the time," Some of the Time" and "Seldom". Place the sheets in front of the students in this order:



After the student hears the question he turns off the tape recorder and places the card on the appropriate sheet. Before starting the survey, make sure that the student knows how to turn the tape player on and off. The survey may take 30-60 minutes. If the student cannot complete the entire survey in the available time, make sure that there is enough time to complete an area.

Directions to the Student:

"This is not a test. Everyone learns in his own way. Some learn better by reading than by listening. Others prefer learning from a teacher rather than learning from a book. What you are going to do will help us find out how you learn best. There are no right or wrong answers."

"Look at the three papers in front of you. The __________* one (point out) is labled MOST OF THE TIME, the ___________ one (point out) is labled SOME OF THE TIME and the ___________ one (point out) is labeled SELDOM. After listening to the first question you will turn off the tape player and then place your card on the paper which best answers the questions."

"Do not skip any cards. This is not a timed test but please do not take more than a few seconds per card. Do you have any questions?"

*When these sheets are reproduced, try to have them printed on different colors so that the non-reader will have less difficulty remembering which one is which.

How to Make a Map

After the student has completed the survey, you will be ready to make the map. You should try to complete this before your next meeting with the student. This will enable both of you to discuss the map and questions while the experience is fresh. Discussion is one of the best ways to verify the map.

To make a map, you simply write the questions from each card onto the appropriate Tally Sheet. There are three Tally Sheets included in this section; one for each of the three areas.

For example, all of the cards marked Area I that the student placed on his MOST OF THE TIME sheet, will be recorded on the Area I Tally Sheet in the MOST OF THE TIME section. Cards from the student's SOME OF THE TIME and SELDOM sheets will be tallied in the same way.

When the Tally Sheets are completed, line them up so that the MOST OF THE TIME sections are on the left hand side.

TALLY SHEET AREA I

MOST	SOME	SELDOM
✓	✓	✓
✓	✓	✓
✓	✓	✓

TALLY SHEET AREA II

MOST	SOME	SELDOM
✓	✓	✓
✓	✓	✓
✓	✓	✓

TALLY SHEET AREA III

MOST	SOME	SELDOM
✓	✓	✓
✓	✓	✓
✓	✓	✓

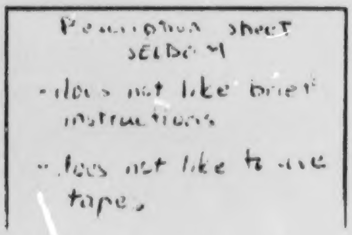
HOW TO INTERPRET THE MAP

Empirical Mapping interpretation is not a one-time procedure. It is something that requires your observation, common sense and periodic review. There is no "cookbook" or standardized answers. Mapping should always be done within the framework of whether it makes sense or doesn't. This common sense framework will allow you to map within the context of your situation and teaching subject matter.

As in all teaching, testing provides the raw data to make judgements. But, this data also requires your knowledge and experience. A periodic review of the student's map will enable you to assess the test data in light of observations. These observations will be made as you continually work with the student.

After the map has been made, you are ready to begin interpreting. Each question is based on one of the Cognitive Mapping elements. Empirical Mapping does not require knowledge of these elements. The interpretation of each element, as it pertains to the question, is listed in this section. Along with these sheets you will also need to use the Empirical Mapping Prescription Sheets.

On the appropriate Prescription Sheet write in the interpretation for each question. A complete Prescription Sheet would look like this:



Prescription sheet
SELDOM
- does not like brief instructions
- does not like to use tapes.

As you skill test and work with the student, keep the Empirical Mapping Prescription Sheet near. When choices are available, use this information in your decision making process.

You may also choose to share this information with the student. This will give you the opportunity to verify the results. Experience has shown that the student will appreciate your interest and concern as well as the increased self-awareness.

HOW TO MAP THE CLASSROOM RESOURCES

After you have determined the student's cognitive style, you need to match that style with the available learning resources:

the teaching staff
other students
printed materials
audio-visual materials
physical setting

Here again, your common sense is the best guide. The student who prefers to learn by himself and is distracted by room noises, will prefer a study carrel. Another student who prefers to learn through hearing spoken words and with other students, will be attracted to a small group discussion. The new reader who prefers alot of information, will not be attracted to the Sullivan Programmed Reading Program.

When choices are not available, explain this to the student so that he will know that you are concerned but there are no other available choices.

Remember, that your behavior can supplement or interfer with the student's Cognitive Style Prescription. You may supplement programmed material by providing verbal examples or using the chalkboard. You may interfer with the student's cognitive style by providing lengthly directions or explanations when he prefers brief directions.

It is suggested that you map yourself before mapping a student. This will help increase your awareness of the Cognitive Style Mapping process as well as how your style affects the students.

WHAT IS THE RELATIONSHIP BETWEEN EMPIRICAL MAPPING AND LEARNING DISABILITIES?

Cognitive Stlye Mapping/Empirical Mapping has two uses for students with learning disabilities:

1. An additional diagnostic tool.
2. An additional remedial tool.

The Empirical Mapping survey may be used as a diagnostic tool along with the learning disabilities test. Each of the three areas have questions that may be a further indication of the student's strong and weak modalities. For example, a student that seldom prefers to derive meaning from words as he hears them, may have an inefficient audio modality. While you teach and observe the student, you should be alert to the weak modalities and not expect the student to process accurate information through them. The multi-sensory teaching methods in this reading program will help the student learn to use all of his modalities.

Cognitive Style Mapping may also be used as one of your remedial tools. Throughout the survey, the student makes preferences about how she/he prefers to learn. Use this information to help organize a positive structured environment. The student is having enough difficulties without the teacher interfering with her/his cognitive style.

For example, a student who prefers to touch things before they are purchased, will respond well to VAKT. Sandpaper letters may also be used to learn difficult words. A shallow sandbox will enable the student to write and feel all new words.

Doing everything possible to help the student make progress and organizing a positive learning environment will affect the student's desire to continue. Cognitive Style Mapping is a key to motivation.

QUESTIONS	INTERPRETATION
1. Do you easily remember instructions after hearing them? 2. Even with words you can read do they seem to have more meaning if you can also hear them?	-Preference for acquiring and communicating meaning through hearing, listening, talking. -Appreciation for tapes, and verbal communication. -May be an indication of a strong auditory modality which would help process information for weaker modalities.
3. Do you prefer to remember something by writing it down? 4. If you can read them easily, do you prefer to have written instructions?	-Preference for acquiring and communicating meaning through written words, reading, writing. -Appreciation of printed materials and instructions. -May be an indication of a strong visual modality which would help process information for weaker modalities
5. Do you prefer to remember a phone number by writing it down? 6. Do you solve math problems more quickly if they are written down?	-Preference for acquiring meaning for numbers through seeing. -Appreciation of printed materials and written instructions, examples. Enjoys working through written math problems. -May be an indication of a strong visual modality. Written math lessons would be more pleasurable than verbal assignments.

* The interpretations within each box, matches the questions within the box - for use on the Prescription Sheet.

QUESTIONS	INTERPRETATION
7. Do you prefer working with numbers you can hear as well as see? 8. Do you find it easy to work with numbers without seeing them?	-Preference for acquiring meaning for numbers through hearing, speaking, listening. -Appreciation of math tapes and verbal instructions. -May be an indication of a strong auditory modality. -Verbal math lessons and skills would be more rewarding.
9. Do smells in a room bother you when studying?	-Aware of odors in a room. Odors may interfer with concentration.
10. When shopping, do you prefer to touch things before you buy them?	-Comfort, the right pencil or chair will be important. -Will learn more difficult words or numbers through feeling the linear formations on sandpaper.
11. When people are moving about the room, does this distract you?	-Aware of movements in a room, may be distracted by moving people, many visual objects.
12. Do you find it hard to study when other people in the room are talking?	-Aware of noises in the area and will be distracted by talking, street noise. - May prefer quiet study area.

QUESTIONS	INTERPRETATION
13. Is the appearance of the Learning Center important to you?	-Responds to the beauty of a place, object, idea, sound. -May be concerned about the appearance of finished product.
14. Do you prefer to understand your assignments by yourself? 15. Do you prefer to work alone?	-Prefers working by self without too much input from peers or teachers, independent. -Likes input into her/his own program, setting goals.
16. Do you prefer the teacher working with you often? 17. Do you prefer the teacher giving you alot of direction?	-Prefers having the teacher organize the activities and be accessible for clarification. -May want the teacher to give specific assignments. -Likes materials that are very specific and strongly programmed with many reviews.
18. When you don't understand something do you ask the other students? 19. Do you prefer to work with other students?	-Prefers seeking and interpreting meaning through interaction with friends. -Responds to other students and small group discussions.
20. Do you prefer factual or outlined materials? 21. Do you prefer brief instructions.	-Reasons using the facts, definitions. -Prefers well organized, specific materials and instructions. Rules and definitions will influence decision.

QUESTIONS	INTERPRETATION
22. When learning something new do you prefer as much information as possible (examples, facts, comparisons)? 23. Do you prefer alot of information in order to compare possible answer choices?	-Prefers alot of information in reasoning and uses all of it to draw conclusions. -Needs time to work a varity of reading comprehension questions.
24. Do you like to see the relationship between things? 25. Do you like to guess what a story is about even when all of the facts are not given?	-Reasons through the use of examples. See how things are alike and reads between the lines. Analyzes things for relationships.
26. When answering questions, do you prefer to choose between examples? 27. Do you prefer to learn how to do something by learning how not to do it?	-Prefers to compare and contrast, learns what something is by what it is not. Likes variety, sees change. -Prefers examples that demonstrate what someting is not.
28. Do you usually sense what behavior is expected of you and act accordingly?	-Perceives expected behavior and acts accordingly. Ability to role play. -Will understand how to interact with staff and student in the A.B.E. class.

	QUESTIONS	INTERPRETATION
29.	Do you ask the teacher for help?	-Perceiving social distance between oneself and another. -How to make those kind of judgements and act accordingly. -May wait for teacher to contact them rather than initiating a request for help.
30.	When you hear or read stories about other people, can you usually understand how they feel?	-Putting oneself in the place of others, both real and fictional characters. -Ability to answer inferred comprehension questions.
31.	Do you "read" other people's body language?	-Using and understanding unspoken body language. -Will be able to adjust more easily to the informal A.B.E. setting.
32.	Does it bother you if other people stand or sit too close to you?	-Knowing how close to get to someone else. -Could easily offend or be offended by other students, teaching staff.
33. 34.	Do you prefer to complete all assignments together? If you have several assignments do you switch around?	-Ability to work towards a goal, finish a task. - Intrinsically motivated.
35.	Can you usually tell whether or not you will get an assignment done when you start?	-Knowing yourself, what you can or cannot do. Commitment to a goal. -May need specific guidelines from teaching staff and extrinsic motivation.

	QUESTIONS	INTERPRETATION
36.	Does it bother you to do several things at the same time? For example, talk to someone while tying your shoe?	-Being able to carry out the steps of a task without being aware of each step. Able to coordinate complex tasks. -The learning disabled student may have difficulty answering a question while turning off a tape recorder.
37.	Do you enjoy practicing skills that involve body coordination such as typing, swimming, or dancing?	-Ability to perform gross and fine motor skills in order to achieve an accepted level. An interest in repetitious drills. -The learning disabled adult may be in need of fine and gross motor skill practice.
38.	If you are involved in a "good thing", can you convince others to do the same?	-Talking with others, trying to put an idea across. Develops rapport with others. -A positive addition to help other students remain in program.

AREA I: Questions 1 - 8
AREA II: Questions 9 - 13
AREA III: Questions 14 - 38

CARD PLACEMENT SHEET

MOST OF THE TIME

CARD PLACEMENT SHEET

SOME OF THE TIME

44

CARD PLACEMENT SHEET

SELDOM

TALLY SHEET
AREA I

MOST OF THE TIME	SOME OF THE TIME	SELDOM

TALLY SHEET

AREA II

MOST OF THE TIME	SOME OF THE TIME	SELDOM

TALLY SHEET
AREA III

MOST OF THE TIME	SOME OF THE TIME	SELDOM

PRESCRIPTION SHEET

MOST OF THE TIME

PRESCRIPTION SHEET

SOME OF THE TIME

PRESCRIPTION SHEET

SELDOM

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The information in this section is intended to provide you with an overview of learning disabilities. A student test has been included. Neither the test nor the overview material attempt to identify specific learning disabilities. Instead, the attempt is to provide you with enough information that will enable you to better understand the student's learning process and develop an instructional plan that will facilitate the student's progress.

As you read through this material, remember that the adult new reader has usually attended school but for some reason never learned how to read or read very well.

TO BEGIN WITH....

In February, 1975, a Region V Workshop with Dr. Dale Jordon, was held for ABE teachers and administrators. Several persons from Indiana attended that workshop and were exposed to a whole new area of education: learning disabilities.

As a result of that workshop, Level I students were given tests for learning disabilities at the ABE programs in Vincennes, Valparaiso and the Indiana Reformatory for Boys. All of those tests show moderate to severe disabilities.

Much literature is available on the learning disabled child but, the sources quickly dwindle when seeking information on adults. One of the concerns that has been examined is intelligence. Although some slow and retarded learners may have learning disabilities, by definition most children and adults have an average or above I.Q. This is important to know because we need to understand that the ability to learn is not what is slowing up the student.

As it has been mentioned previously, the definitions of learning disabilities are quite numerous, numbering somewhere around 40. Samuel Kirk compared the diversity in definitions to the three blind men and their descriptions of the elephant. Obviously, we need a workable definition as a first step to understand learning disabled adults.

The National Advisory Committee to the Bureau of Education for the Handicapped arrived at this definition of learning disabilities. ---Children with specific learning disabilities exhibit a disorder in one or more of the basic psychological process involved in understanding or in using spoken or written language. These may be manifested in disorders of listening, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injuries, minimal brain dysfunction, dyslexia, or developmental aphasia. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance, or to environmental deprivation.

This definition is fairly easy to understand, but let's use an even less cumbersome definition. In an article by George Early and Frances Early a learning disabled student is defined as one who is achieving below his/her potential in school.

CHARACTERISTICS AND BEHAVIORS

The learning disabled have a wide variety of behaviors. They may exhibit any of the characteristics or several at different times. Each learning disabled student has his own specific behaviors.

General Behaviors:

-1- hyperactivity-inappropriate behavior
-2- perceptual-motor impairments
-3- distraction of attention
-4- disorder of speech and hearing
-5- disorder of memory and thinking
-6- poor organization of behavior
-7- awkwardness in motor performance
-8- impulsivity
-9- specific disability in reading, arithmetic, writing or spelling

Specific Behaviors:

-1- Does not know the alphabet in order.
-2- Does not know the months of the year in order.
-3- Has difficulty in counting change.
-4- Leaves words out when reading.
-5- Reads with little expression. Does not recognize punctuation.
-6- Reads "was" for "saw" or "no" for "on".
-7- Reverses letters, b for d and vice versa.
-8- Substitutes letters, EX: where - there.
-9- Omits letters in reading and writing.
-10- Reversals of letters in spelling "gose" for "goes". EX: "slip" may be spelled "spil".
-11- Confusion of letters m and w; u and n.
-12- Masters words individually (on cards) but miscalls words in context.
-13- Knows a word one time but confuses it another time.
-14- If sentence started incorrectly - whole sentence may be changed.
-15- Great difficulty in spelling.
-16- Poor auditory discrimination, hears f's for v's or th's.
-17- More confusion of letters in printed form as opposed to cursive form.
-18- Difficulty maintaining eye contact and balance while talking and walking.
-19- Find it necessary to take time to think about letter formation.
-20- Incomplete closing of letters.

-21- Unsure of response unless given verbal direction as opposed to written direction
-22- Inconsistent use of capitals
-23- Relies on a stronger modality to pull through a weaker one
-24- Cannot integrate activities well, some breakdown with the process
-25- Response is in bits and pieces, not able to generalize to other similar situations.
-26- May have social adjustment problems
-27- Require the same task to be modified in various ways

As you may have noted, any adult could exhibit some of these behaviors. For example, many people have poor penmanship and do not close all of the appropriate letters such as "o" or "a". The difference is that the LD adult has to make an effort to close the letters, and in some cases may not be able to.

The key to understanding the LD student is observation. From these observations we can become familiar with unusual patterns of behavior. The listed behaviors will become more familiar to you as you observe the student.

HOW THE LEARNING DISABLED STUDENT PROCESSES INFORMATION

The learning disabled student lacks organization within himself. By looking over the list of specific behaviors, we can see signs of an internal disorganization in the student's information processing system. The information processing system is the way an individual takes in information, processes it and makes a response. Problems of disorganization can be present in a high level task such as reading or a low level task such as balancing on a board. If there are deficits in higher level tasks then there tend to be some lower level deficits also.

When there are deficits, the learning disabled student must engage in cognitive overload in order to complete a task. This means that he/she must think about the task before responding. For example, if requested to give the name of a letter, the student would pause and have to think rather than answer automatically. You can see how inefficient this processing method can be when a student is engaged in reading and needs to stop and think about letter identification.

To understand processing, we need to understand the relationship of space and time to learning. Space is the ability to see and understand how objects are placed in space. Time refers to the order or sequence that objects appear in space.

A typical problem in space is the reversal of "b" and "d" or "6" and "9". The learning disabled adult does not automatically distinguish between these symbols. They may have difficulty with left, right, up or down.

An example of temporal error would be spelling "dirt" as "drit". The student may know the correct sequence but may not be able to see, verbalize or write the sequence.

The learning disabled student also has difficulty combining learning activities. For example, she or he may have difficulty reading aloud because it is an activity which requires the eyes, ears and voice to work simultaneously.

It is suggested for more detailed explanation of the information processing model you read the attached article, "Learning Disabilities: An Information Processing Model" by George H. Early*. This article is based on research with children. But, as in most of Earlys' thoughts, we have found the information to be applicable to adults.

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MODALITIES

Throughout this reading program, we use the words senses and modalities interchangably. Both words refer to the process by which information is received and then taken to the brain for appropriate response. The senses are seeing, hearing, smelling, touching and tasting. Modalities includes the senses and also refers to kinesthetic, motor and vocal-motor behavior. We are particularly concerned with the visual, auditory, motor, and motor-vocal modalities.

These modalities are all interrelated, the average person uses all of them in the processing of information. This processing takes place in the right and left sides of the brain as well as in the interwoven communication channels between the two sides. If the information has been received accurately (no sight or hearing problems), the possibility still exists that the information will not be processed accurately within the brain. It may be that this processing is inefficient because it is underdeveloped.

This underdevelopment may be caused by several possibilities. Many children, for example, who did not crawl have learning disabilities. In the crawling process several modalities are working together. This encourages the development of balance, right and left, the same knowledge required to distinguish a "d" from a "b". Within the brain an information system needs to be developed which will allow the modalities to work together. When the adult student is learning through multi-modality methods, she/he is developing this system.

MULTI-MODALITY LEARNING

There are many approaches to understanding how learning occurs. One of these approaches is called the multi-sensory or the multi-modality learning process. The proponents of this approach believe that because we are able to receive information through sight, sound, touch, smell and taste, we can strengthen the learning process by using as many of these senses as possible. In addition, we can combine the sensory input with the kinesthetic, motor and vocal motor outputs (responses).

For example, the sight word "where" may be learned several ways: (1) by looking at the word and trying to remember it, (2) by writing the word while looking at it, (3) by writing, looking and saying the word all at the same time.

Multi-modality proponents believe that the third choice would be the best since the information is processed three different ways. This is particularly important if the student has any learning impairments. If any of the learning processes are not functioning accurately, pairing of modalities insures that those less efficient will be still used and gradually strengthened by the reinforcement of accurate information from the stronger modalities.

Even for students without learning impairments, experience has shown that students of all ages progress more rapidly through multi-modality learning.

PUTTING IT ALL TOGETHER

Not only do all the modalities have to be functioning properly but, they must also work simultaneously. In order to better understand the complexity of modality integration, the following example is provided:

Stimulus-----> Input----> Processing----> Output---> Response

↑ Feedback ↑

Stimulus: The word "dad" is written on a chalk-board by the teacher. The student is requested to trace the word and say the letters simultaneously.

Input: The student sees the word. (visual input)

Processing: The student must recognize the word as a whole, identify each letter and the sequence of letters.

Output: The ear, eye, vocal, and body movements must be coordinated in order to simultaneously trace and say the word "dad".

Response: The word "dad" has been accurately traced and vocalized by the student. All of the modalities are working together.

Feedback: The student receives modality feedback concerning the accuracy of all activity. For example:

Visual - sees where the hand is in relation to the task. The visual sense may at first confuse a b and d but, this information is corrected as the eye watches the hand trace the letter
Auditory - hears the sound that the voice is saying.
Motor - feels the hand forming each letter.
Vocal-motor - feels muscular activity of the vocal system.

The learning disabled student may not be able to get all of this activity coordinated. This is why multi-modality learning is important. By using as many modalities as possible, the inefficient ones are forced to coordinate and thus develop along with the stronger modalities.

COGNITIVE OVERLOAD

Cognitive Overload occurs when the cognitive energy of the student is focused on the mechanics of the task rather than the objective of the task. For example, the student may be concentrating on recognizing individual letters rather than sounding out the entire word.

When the learning progress breaks down, the teacher must recognize that the student is in a frustrating and negative situation. The teacher should stop the exercise and start to identify the problems which require remediation if progress is going to continue.

GENERALIZED ABILITIES AND SPLINTER SKILLS

Skill development takes two forms: generalized and splinter. In order for the student to develop a hierachy of skill achievement, she/he must develop generalized abilities rather than splinter skills.

Generalized abilities are those which enable a person to do the same or similiar tasks in many different ways. If the student can distinguish between the letters b, d, and a then the student should be able to read the words bad and dad. If the student cannot automatically read both words after working on the individual letters and sounds, then a splinter skill had developed rather than a generalized ability.

The splinter skill reader may be identified by her/his focusing on part of the task rather than objective of the task. For example, the student may not read "bad dad" because she cannot distinguish between the letters b and d.

Another example would be reading smoothly. Until the student clearly processes all the letters and in the given order, she/he will not be able to read automatically.

THE LEARNING DISABLED LEVEL I STUDENT

The learning disabled adult comes into the A.B.E. program with some of the same behaviors and learning problems as the child. But, he/she is an adult and is coming from an entirely different point in time of his/her life. Many learning disabled adults are married and have family responsibilities that can hinder or enhance the learning experience.

The family may be supportive and eager to assist the student in his work. On the other hand, the family can ridicule his minute progress, make degrading remarks, and even suggest that there is no point for him to continue because he'll never learn. This type of family situation can cause much stress on the student as he plunges along trying to acquire skills that have more than likely never come easy for him. The student who has a supportive family may still have internal unrest. Possibly he is embarrassed that he must still seek help after all these years.

Some adult learners have experienced so many disappointments, failures and ridicule in their formative school years that they enter the program angry inside, defeated, or prejudiced to school of any kind.

Besides all these emotional tugs on the student, he comes into the program with many seemingly unrelated facts and skills. This is due to his lack of, or breakdown of modality integration skills. He may read "man" in isolation, but when put in the compound word mankind he's at a loss as to where to begin

The adult student is rigid in his approach to new tasks even more so than a child because he has had to cope longer with his learning disability. By rigidity we mean the student tends to want to do the same thing only in the same rigid way. They have learned a task and feel very comfortable working it the same way.

If the student, for example, is working on short vowels and his task is to fill in the missing short vowel in each word below each picture, he does fine. Then, when he must choose the short vowel from a row of vowels he is unable to choose the correct responses. The student will often resist any new approach to work.

This rigidity goes back to the student's inefficient system of processing information which makes him unable to integrate sufficiently. Also, as pointed out already, the student is comfortable with a particular style or way of doing because he has experienced failure when he trys to vary a task. The LD student avoids variation.

KEEP IN MIND

The teacher/aide role is vital in the success of the learning disabled adult. It requires an individual approach to each learning disabled adult. Remember, as previously mentioned, each learning disabled adult has his own behaviors and his own inabilities in specific areas. For this reason we cannot give out one prescription that will suit each learning disabled student's needs. The evaluation must focus on the individual adult.

The teacher/aide must first take a close look and observe the students behaviors. It is a good idea to write these observations down. Then you are able to make comparisons of observed behavior and future performances on tasks. These observations can be made while the student works on a task, or as he experiences a testing situation or as he moves about the center. Observation is the key. You are trying to pin-point specific behaviors that will give you clues how he processes information. You are looking for weak or inefficient modalities.

Specific observed behaviors may be compared to any available test results. This comparison should help point out the student's specific strengths and weaknesses which in turn should determine how the adult learns or prefers to learn. Information from several tests should indicate areas of similar problems.

For example, student A confuses "b" for "d" on test 1 and 2, and when writing a sentence "b" appears for "d". Student A probably has a reversal problem which is a problem in spatial relationships, not only in visual perception but also in motor output. When looking at the student's performance keep in mind his expected level as compared to his actual level.

The setting that the student works in may vary from one A.B.E. center to the next. Whether it be a resource room, learning center, teacher consultant or itinerant program, a certain atmosphere needs to be created. This is done entirely by the staff. A positive rapport should be established as soon as possible. This is most easily done by being genuinely interested in the student. Deal with the student with sincerity. He deserves to know where he stands so he can grasp the reality of his disability and can begin to deal with it. Give him sincere positive reinforcement.

Structure is important to the learning disabled student. He needs to know what is going to take place when he comes to the center. There should not be a bombardment of changes in academic or physical structure.

The learning disabled adult student needs to experience success. He has experienced so much failure that even small successes account for a better atmosphere and attitude towards learning. Care should be taken to plan small interrelated steps to insure success.

The materials used with the learning disabled adult should be at his interest level. He is older and his interests do vary from a child that may be on the same reading level. His experiences are greater so he often verbally knows the words used and needs to spend less time on vocabulary development. Common sense will tell you if the materials are not interesting or applicable to the student then he will not be motivated to continue learning.

Teacher and student should collaborate. He needs to feel that he is a part of his own educational future. Many times educators tend to thrust their own expectations on students with little or no consideration of what he wants from the experience.

Adult learners need a threat-free setting to encourage their learning process. If a student is uptight when he enters the center, it will-inhibit his learning. All of the student's energy should be focused on the learning activity, not getting along with the teacher, other students, or the physical environment.

You may want to review some of the other sections in Notebook 1 before using Notebook 2. As you work with the student remember that observation (what he can and can not do) is the key to understanding the student's learning process.

Silverman, Franklin H., and Williams, Dean E., Use of revision by elementary school stutterers and nonstutterers during oral reading, *Journal of Speech and Hearing Research*, Vol. 16, No. 4, December 1973.

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LEARNING DISABILITIES:
AN INFORMATION-PROCESSING MODEL

GEORGE H. EARLY

Before presenting the information-processing model itself, two basic and underlying phenomena must be discussed. These two phenomena are:

1. High-level functional deficits in the learning-disabled child tend to be accompanied by similar and related low-level functional deficits.
2. The learning-disabled child tends to compensate for his deficits by employing extremely inefficient devices. Typically, his compensatory efforts result in what this author has labeled "cognitive overload".

HIGH-LEVEL AND LOW-LEVEL DEFICITS

The learning-disabled child appears upon our horizon because he exhibits deficits when he attempts tasks which are highly complex. Such tasks are reading, writing, spelling, and math; the basic school-learning tasks. An informed diagnosis of the learning-disabled child almost invariably reveals that he also exhibits deficits when he attempts tasks which are far less complex than the basic school-learning tasks. The learning-disabled child frequently exhibits developmental lags at extremely low levels of task complexity. In this connection the work of M. Bender (1971) is most instructive. Bender found that the typical learning-disabled child exhibited developmental deficits at the reflex level of development, and the reflex level is the lowest developmental stage.

THE PHENOMENON OF COGNITIVE OVERLOAD

The learning-disabled child by definition is intelligent. But as he approaches most school-learning tasks he uses his good cognitive abilities in a most inefficient fashion. He finds it necessary to attend *cognitively* to the *mechanics* of the task. For example, he finds it necessary to "think about" such items as "what is that letter?" or "what is that word?" as he reads.

By way of contrast, the efficient reader decodes the text *automatically*, and his cognitive energy is devoted to attending to the *message* which the text presents. The learning-disabled child finds it necessary to drain off his good cognitive abilities into the *mechanics* of the typical school-learning task. Thus there is little or no cognitive energy left over for dealing with the meaning of what he is reading. The implications of this phenomenon seem in the past to have escaped the attention of educators.

THE MODEL, PART I: THE DIMENSIONS OF SPACE AND TIME

Objects exist in space, and it is necessary that the child learn to organize the relationships among the various objects. It is not enough that the child *see* each object. He must also *perceive* the relationships among all the objects which he sees. In order to function efficiently in highly complex school-learning tasks, a child must develop the ability to organize spatial relationships at an extremely high level of efficiency. It is precisely in the area of spatial organization that the learning-disabled child exhibits marked deficits.

A case in point is the well-known tendency of many learning-disabled children to reverse letters such as "b" and "d". From the rationale presented here, this problem is viewed as a break-down in the child's ability to organize relationships among objects in *space*. The fundamental difference between "b" and "d" is the difference between the spatial directions of "left" and "right". Thus, the learning-disabled child's confusion of "b" and "d" is seen as a basic problem in organizing spatial relationships. Such deficits are not "reading problems". They point to basic deficits in organizing the spatial dimension itself.

Deficits in organizing spatial relationships in reading (a highly complex task) tend to be accompanied by similar deficits in relatively low-level tasks. A rather dramatic example of low-level spatial deficits is that of a 17-year-old learning-disabled girl who when driving a car did not know when she was on the left or the right side of the road.

The child with basic deficits in organizing spatial relationships tends to deal with his problems cognitively as opposed to an automatic resolution of the situation. For example, one child told his teacher that he solved the "b-d" problem by placing his hand over his left side to feel his heart-beat. Another 4th grade child with an IQ of 140, described his word-attack skills in this manner: "For me some letters get turned around. But other letters don't get turned around. So when I'm reading I go through each word and I pick out the letters that don't get turned around. Then I get the turned-around letters straight by comparing them with the letters which don't get turned around." This is an

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example of "cognitive overload". This child's cognitive energy is drained off, as it were, into the *mechanics* of the reading task. Thus there is little or no cognitive energy remaining to let the child attend to the *meaning* of the text he is reading. The main point here is that objects exist in *space*, and that the well-functioning child must be able to organize spatial relationships in a highly efficient manner.

We have seen that objects exist in space and that they form patterns. In a very similar manner, events occur in time, and these events form temporal patterns. Learning-disabled children frequently exhibit behaviors which indicate that they are disoriented to the temporal world just as they are disoriented to the spatial world. At highly complex levels of functioning they tend to be very poor spellers. Spelling demands the ability to organize the temporal dimension in that the letters in any given word must be produced in the proper sequence; i.e., the proper *temporal* order. Typical errors in spelling on the part of learning-disabled children are "frist" for "first" and "gril" for "girl". In these and similar cases the basic error is one of incorrect sequence or temporal order.

The learning-disabled child generally demonstrates deficits in temporal organization in tasks which are far less complex than spelling. If, for example, he is required to carry out three chores in a prescribed order ("Do *this*, then do *this*, and then do *this*"), he may become confused. Again we see that deficits in highly complex tasks such as spelling are accompanied by similar deficits in tasks of relatively low-level complexity. Put another way, the typical learning-disabled child demonstrates behaviors which suggest a rather pervasive disorientation to the worlds of space and time. In compensating for his deficits he tends to fall back upon "cognitive overload". Ask the typical learning-disabled child to spell a simple word. In most cases you will note pauses before letters as the child "thinks about" what comes next. The good speller, by way of contrast, spells automatically, which is to say that he does not have to pause or think about which letter comes next.

THE MODEL. PART II: THE MODALITIES

The child does not interact with his environment in a vacuum. Indeed, he is equipped physiologically with certain modalities through which he interacts with the world about him. For purposes of this paper a modality is defined as a channel or link between the child and his environment through which the child either receives information from the environment or through which the child acts upon the environment. The modalities which concern the educator and the school psychologist are these:

1. Vision
2. Audition
3. Vocal-motor
4. Motor

Obviously there are other modalities which are important. These other modalities are kinesthesis, proprioception, and tactile. The model does not ignore these other modalities. Rather (see Part III) such modalities are subsumed under the label of "feedback from motor output".

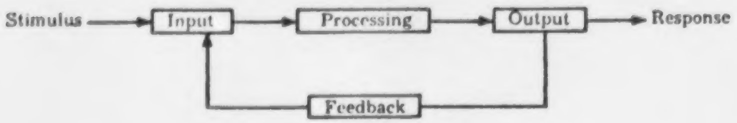
For optimal functioning in basic school learning tasks it is desirable that each modality be functionally efficient. The input modalities (vision, audition) should bring the child *organized* information from his environment, and the well-functioning child learns to organize input at extremely high levels of efficiency. The output modalities (vocal-motor and motor) should permit the child to make *organized* responses, and the well-functioning child has learned to generate organized output at extremely high levels of efficiency. The learning-disabled child typically functions inefficiently when he is required to use one or more modalities in a given task. His deficits appear in tasks of high and low levels of complexity, and he tends to compensate for his deficits by employing "cognitive overload".

Deficits in intramodal functioning of the learning-disabled child are well-known among practitioners and theoreticians in the field of learning disabilities. A plethora of materials, teaching methods, and curricula are available; all of which seem to attack deficits in a given modality in a piece-meal fashion. Put another way, the typical practitioner tends to focus his attention upon deficits in each modality. This approach ignores the dynamic interrelationships among the modalities as they interweave with the dimensions of space and time. This latter statement brings us to Part III, which is crucial to an understanding of the total model presented here.

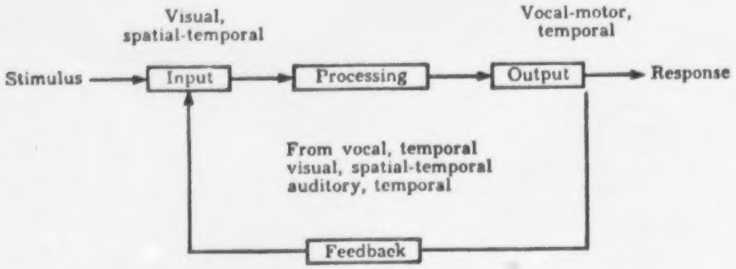
THE MODEL. PART III: INTEGRATION OF THE MODALITIES ACROSS THE DIMENSIONS OF SPACE AND TIME

Most basic school tasks require that the child use two or more modalities simultaneously. While employing combinations of modalities, the child is also required to organize the spatial and temporal dimensions which attach to each modality. In order to understand the dynamic inter-relationships among the modalities and the dimensions of space and time, the "Computer Diagram" of Chalfant and Scheffelin (1969) is presented. This same "Computer Model" is described by Kephart (1971) as the "Servo-Mechanism" model.

In its most basic form, the computer model consists of a stimulus which generates neural activity which is labeled "input". The input is then processed and a neural "output" is generated. The output issues in a response (R). But part of the output is, as it were, drained off as "feedback", and this feedback is returned to the input side of the model where it continuously affects the ongoing input, processing, and output parts of the model. *The presence of feedback enables the child to monitor the effects of his output.* In its most general form the "computer" or "servo-mechanism" is diagramed below:



This computer or servo-mechanism model may be used to analyze almost any task. The task of oral reading, for example, would appear as follows with appropriate modality and dimensional labels indicated:



What this diagram attempts to convey is a short-hand presentation of the following:

1. *Input.* In oral reading the child must organize visually the *spatial* relationships among the lines which form letters and words. At the same time, he must organize the *temporal* relationships among the visual elements which he is perceiving. The individual letters in each word form a temporal sequence, and the individual words themselves form a temporal sequence in sentences and paragraphs. Hence the label, "visual spatial-temporal".

2. *Output.* (Vocal-motor, temporal) In oral reading the child must generate appropriate vocal-motor output. Such output must correspond with the visual input. He must *say* what he *sees.* The vocal-motor output is organized solely along the temporal dimension, because the production of individual sounds must occur at precise points in time. Hence the output label of "vocal-motor, temporal".

3. *Feedback.* Feedback in the task of oral reading consists of the following elements:

   a. Auditory temporal feedback. In oral reading the child hears his own voice (auditory), and he monitors this auditory feedback along the temporal dimension.

   b. Visual spatial-temporal feedback. The child not only receives visual input; he also uses the visual modality to monitor certain aspects of the oral reading task. Not only does he process visual *input,* he also monitors visually certain aspects of the reading task. For example, when he reads a word or phrase, he is aware visually of that point in time and space when he has completed that particular word or phrase. This latter visual awareness is designated "visual feedback" in that the child also uses his visual modality to monitor his own output.

   c. Temporal feedback from vocal output. As the child's vocal mechanism is activated as a result of vocal output, he simultaneously receives proprioceptive feedback as a result of his vocal output. This is to say that he "feels" the effects of his own vocal-motor output; thus he uses the feedback from his vocal output to monitor his vocal output. Feedback from vocal output is organized temporally.

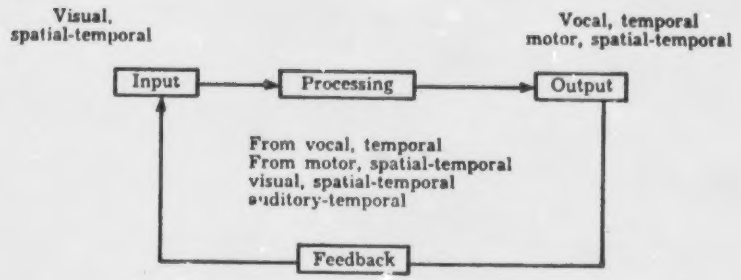
The computer model is the heart of the total model presented here. Indeed, the author asserts that a breakdown in "computer" functioning (or inefficient "computer" functioning) is often the crucial element in the basic deficits of the learning-disabled child. The computer model, properly understood, provides a theoretical base for understanding the dynamic interrelationships among modalities and dimensions in the well-functioning child. The same computer model also provides a theoretical base for understanding the true nature of many otherwise perplexing deficits in learning-disabled children.

Certain aspects of the computer model require some elaboration for proper understanding of the computer model itself. We turn now to a consideration of these vital aspects.

In the well-functioning child, all parts of the computer are interrelated. Put another way, what the eye sees matches with what the hand is doing, with what the voice is saying, and with what the ear is hearing. *Nothing occurs in isolation.* Not only is there an efficient modality match in the well-functioning child; there is also a corresponding match among the dimensions of space and time. It is most important to note that the computer diagram presents modalities *and* dimensions in dynamic interrelationship in the well-functioning child. As one reads the relevant literature, the general impression is that there are many studies which deal with modality-specific functions or dimensional-specific functions. What is missing is an approach which investigates the dynamic interrelationships among modalities and dimensions. The computer model is presented as a theoretical base for reading current literature and for planning truly relevant future studies of the phenomena of concern.

Learning-disabled children typically exhibit behaviors which suggest a global break-down in their "computer" functioning. Such break-downs in computer functioning occur whenever the learning-disabled child attempts tasks which are either highly complex in nature (reading, writing, spelling, math) or when he attempts tasks which require the integration of modalities and dimensions at logically lower levels of complexity.

Consider, for example, the well-functioning child as he engages in two tasks; one at a high level of complexity and another at a low level of complexity. Both tasks have been designed to employ all relevant modalities across all relevant dimensions of time and space. In the first or high-level task the child is required to trace over the letters of a word while saying the name of each letter. The child must synchronize his voice with the movements of his hand while he is tracing. In the second or low-level task, the child is required to bounce a basketball, to take one step for each bounce, and to count aloud each step and bounce which he executes. According to the computer model the diagram for *each task* would appear as follows:



The well-functioning child at an appropriate age level will tend to perform quite well on both tasks. The learning-disabled child will tend to perform poorly on both tasks. Further, the learning-disabled child will tend to compensate for his deficits in both tasks by employing "cognitive overload". The basic problems of the typical learning-disabled are thus presented as a disruption of his "computer" functioning. While each task diagrams precisely the same, it should be noted that the level of complexity for each task is radically different. The first task is highly complex and the second task, by comparison, is quite simple.

In diagnosing the deficits of the learning-disabled child the measurement instruments presently available do not tap the basic phenomena of concern. The author is presently engaged in a series of pilot studies which hopefully will lead to the development of more comprehensive tests of the learning-disabled child's deficits in integrating modalities across the dimensions of space and time.

In prescribing remedial programs for learning-disabled children, the author is constantly seeking ways to promote the efficient functioning of the child's "computer". In this latter connection it should be reported that most remedial methods which purport to deal with intramodal deficits have been discarded, while those methods which deal with *intermodal* functions have been retained and even expanded.

THE MODEL, PART IV: THE DEVELOPMENTAL STAGES

The ability to organize time and space, the ability to use each modality efficiently, the ability to employ relevant modalities across the dimensions of time and space; all these abilities are *developed* abilities. The attention of the reader is invited to the work of Kephart (1971). Kephart emphasizes the importance of organizing space and time, the phenomenon of the "servo-mechanism" (or the "computer model"), and the necessity of teaching generalization (see Part V, below). Kephart emphasizes the importance of motor development (as does Piaget), but his emphasis upon motor development is only one facet of his total rationale.

There are certain developmental milestones which the individual child must negotiate successfully if he is to learn about his own "computer". The limitations of space do not permit an adequate description of those developmental abilities which are essential to efficient "computer" functioning. What is asserted here is the important fact that the ability to organize space and time, the ability to use each modality efficiently, and the ability to employ the computer model are all *developed* abilities. The well-functioning child usually has negotiated the relevant developmental milestones which permit him to function efficiently in his environment. The learning-disabled child, by way of contrast, is seen as a child who is developmentally behind, regardless of etiology.

THE MODEL, PART V: GENERALIZED ABILITIES VERSUS "SPLINTER SKILLS"

For efficient functioning in the basic school-learning tasks it is essential for the child to learn generalized abilities instead of "splinter skills". A generalized ability is one which permits a child to do the same or similar tasks in many different ways. A generalized ability also lets the child focus his cognitive attention upon the *goal* of the task rather than attending cognitively to the *mechanics* of the task. In this connection the child who has learned to write as a generalized ability, for example, is able to write while attending cognitively to the message he is conveying. He does not find it necessary to deal cognitively with the mechanics of writing; i.e., he does not have to "think" which directions to move hand in forming letters or even which letter "comes next". When the child develops generalized abilities he does not need to employ "cognitive overload" as a compensatory device.

The well-functioning child tends to develop generalized abilities. The learning-disabled child tends to learn "splinter skills". A splinter skill may be defined as a highly rigid way of performing an isolated task. The learning from one task does not generalize (or transfer) to other quite similar tasks.

SUMMARY

This paper has attempted to present a fresh framework (the "Model") which will permit the school psychologist to view the problems of the learning-disabled child from a somewhat different perspective. The model also may let the school psychologist interpret his data from currently-used diagnostic instruments in a new light.

The model also provides a framework for planning truly relevant remedial programs for the learning-disabled child. The perceptive practitioner can take the model and use it to design remedial programs. Use of the model does not lead to a "cookbook" list of remedial procedures. For the learning-disabled child there is no cook-book. There is only the lonely professional who hopefully is making good clinical observations of behaviors, and is using his observations along with available standard measures for planning relevant interventions. It is to such professionals that this paper is addressed.

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The purpose of this test is not to diagnose specific learning disabilities but to give an indication of learning disabilities in general. There are several reliable and valid commercially produced tests for specific learning disabilities listed in the learning disability bibliography section in Notebook 1.

This test is divided into eight units:

I Early's Informal Test of Cognitive Overload

II Copying (far point)

III Copying (near point)

IV Writing from Dictation

V Spelling (oral)

VI Spelling (written)

VII Sentence Formation (oral)

VIII Sentence Formation (written)

Each unit contains the directions to be said to the student, observation suggestions and evaluation suggestions.

After completing the test, you may want to review Notebook 1 before doing any further work with the student. The overview information and teaching methods will help you in remediation.

DIRECTIONS TO THE STUDENT

"This is not a test of your reading ability. The purpose of this test is to check the way you see and hear words and numbers. Before we can improve your reading we need to make sure that you see and hear the words correctly."

When the test is completed you may discuss the results with the student. When reviewing the test, be sure to stress that the disability is an interference in the learning process, not an inability to learn. In addition, stress the use of the multi-sensory learning methods which will help remediate the interference.

Screening Test for Learning Disabilities in Level I ABE Students

Modified from:

Screening Test for Learning Disabilities in Juvenile Delinquents, by George H. Early, PHD and Michael A. Ellingsworth

ⓒ George H. Early and Michael A. Ellingsworth, 1975

Examiner's Score Sheet

Student's Name ______________________

Date ______________________

Examiner ______________________

Unit I

Materials Needed: Early's Informal Test of Cognitive Overload

Preparation: Do not let the student see the letters before starting the test. The student should read the letters only once.

Directions: "Give the sound for each letter you see on the card."

Observe:

_____ 1. Read all letters rapidly and smoothly.

_____ 2. Read letters slowly and smoothly.

_____ 3. Read letters jerkily, with pauses before some letters.
Paused before following letter(s) _________

_____ 4. Read some letters incorrectly
Nature of errors

_____ 5. Other

Evaluation:

A learning disabled student may display cognitive overload.* This could be responsible for pauses, slow recall, and jerky answers. Incorrectly read letters may be due to reversals. Pay close attention to the nature of the errors. For example if "b" is called for "d". Compare these errors with future units.

*Cognitive Overload occurs when the student's cognitive energy is focusing on just a part of a task. For example, a student may not be able to distinguish between a "b" and a "d" because they cannot see on which side of the stem the circle is.

Unit II Copying (Far Point)

Materials Needed: The paragraph on the next page needs to be placed on a chart large enough to be seen at a distance of at least 5 feet from the student's score sheet. The letters will be approximately 3 inches high.

Preparation: Mount chart on wall and cover with a blank sheet of paper so the student can't study it before.

Directions: "Copy this chart to your paper. Use cursive writing. Do not erase mistakes. Draw a line through the mistake and write correction next to it. (demonstrate)

Observe:

_____ 1. Copied several words at a time, and writing was smooth.

_____ 2. Copied word by word.

_____ 3. Copied letter by letter.

_____ 4. Made errors but corrected.
Which words or letters? ____________________

_____ 5. Made errors but did not correct.
Which letters or words? ____________________

_____ 6. Use of pencil.

    _____a. easy, natural, normal grasp

    _____b. no excessive pressure on paper.

    _____c. excessive pressure

    _____d. awkward grasp

_____ 7. Took an excessive amount of time to relocate on paper.

_____ 8. Subvocalized through work.

Evaluation:

Be aware that visual acuity is present. A student with poor visual memory may have to copy word by word or letter by letter. This can also be a problem in temporal

Evaluation: (cont)

relationships, when a sequence of letters or words cannot be maintained. Students may have difficulty copying from afar (chart) to near (score sheet). This problem involves spatial relationships. Inconsistent handwriting may be indicative of poor fine motor coordination. Omissions should be counted as errors. Look at the corrected errors. Note the nature of the errors. Numerous errors may be slowing the student down. A student who subvocalizes may need auditory input to arrive at his motor output (writing).

Far Point Paragraph (for wall chart)

Dan had a hot rod car. He would race every Friday. Last Friday he won. It was lots of fun to win a big race. Dan got a trip to Hong Kong for winning.

Unit III Copying (Near Point)

Materials Needed: Student's Score Sheet

Preparation: None

Directions: "Copy the story at the top of the page to the bottom of your page. Do not erase mistakes. Draw a line through the mistake and write the correction next to it."

Observe:

_____1. Copied several words at a time, and writing was smooth.

_____2. Copied word by word.

_____3. Copied letter by letter.

_____4. Made errors but corrected.
Which words or letters? _______________

_____5. Made errors but did not correct.
Which letters or words? _______________

_____6. Use of pencil:

  _____a. Easy, natural, normal grasp

  _____b. No excessive pressure on paper

  _____c. Excessive pressure

  _____d. Awkward grasp

_____7. Took excessive amount of time to relocate place on paper.

_____8. Subvocalized through work.

Evaluation:

The observations are much the same as unit II. This time the student is organizing spatial relationships from near point to near point. (Most reading tasks are done at near point.) Compare errors with previous units and note similarities in errors. For example, is "b" called "d" most of the time. DO NOT assume the student has a deficiency because of one error. Determine if the student's performance was better on Unit II (far point). Copying should be from left to right, up to down, as this is how reading takes place.

Unit IV Writing from Dictation

Materials Needed: Student's Score Sheet

Preparation: None

Directions: "Write the sequence of numbers or letters that I say. Do not erase mistakes."

1.) 9, 3, 4
2.) m, b, y
3.) 6, 8, 2, 7
4.) f, v, b, d
5.) 1, 5, 3, 8, 9
6.) j, x, q, v, n, w
7.) 2, 8, 3, 6, 1, 7, 4

Observe:

_____1. Writing was smooth.

_____2. Made errors but corrected.
Which letters or numerals? ____________________

_____3. Made errors but did not correct.
Which letters or numerals? ____________________

_____4. Use of pencil:

_____a. Easy, natural, normal grasp

_____b. No excessive pressure on paper

_____c. Excessive pressure

_____d. Awkward grasp

Evaluation:

The student is given an auditory sequencing task. Notice how many in one sequence can be done before the student falters. It is recommended that a student be able to handle a sequence of at least six. Note which numerals or letters are missed and how they are incorrect. Is it the temporal* order or the spatial* order at fault? Compare errors from this unit to previous units, noting similar errors. Determine if errors are influenced by the input modality (auditory or visual). For example, is the student having difficulty hearing the numbers or writing them.

*Temporal order is concerned with sequencing. For example, the student is asked to remember 9,3,4 but may only be able to repeat these numbers in a previously learned sequence 3, 4, 9.

*Spatial order is concerned with seeing things in correct order-left, right, up, down. For example, "6" may be confused with "9" and "b" with "d".

Unit V Spelling (Oral)

Materials needed: Examiner's Score Sheet

Preparation: Be ready to record response.

Directions: "Spell aloud each word I say."

1. on______
2. pig______
3. saw______
4. stop__________
5. track _________
6. bird _________

Observe:

_____ 1. All words spelled smoothly and automatically.

_____ 2. On some words, subject obviously had to think to spell. Which words? _______________

_____ 3. Reversals of letter sequence.

_____ 4. Other

Evaluation:

Pauses in spelling may suggest cognitive overload (thinking about the order or format). DO NOT push for a response if the task is frustrating. Note any difficulty due to auditory discrimination ("fig" is heard for "pig"). Note any difficulty in letter formation. Compare errors from this unit to previous units, noting similar errors.

Unit VI Spelling (Written)

Materials Needed: Student's Score Sheet

Preparation: None

Directions: "Write each word after I say it."

1. ball	4. left
2. girl	5. intake
3. from	6. no

Observations:

_____ 1. All words spelled smoothly and automatically.

_____ 2. On some words student obviously had to think to spell.
Which words? ______________________________

_____ 3. Reversals of any sequence pattern.

_____ 4. Other

Evaluation:

Pauses may suggest cognitive overload (requiring thought). Inconsistent handwriting may be due to poor fine motor coordination. Letter reversals ("b" for "d") are spatial errors. Incorrect sequence of letters ("brid" for "bird") is a temporal error. Determine if auditory discrimination is poor (hearing "gall" for "ball"). Decide if the difficulties increase with the change in output modality (motor or vocal-motor)? Compare errors with previous units, noting similar errors.

Determine if errors are influenced by the output modality (motor [writing] or vocal-motor [speaking]). Does one come easier than the other?

Unit VII Sentence Formation (Oral)

Materials Needed: Examiner's Score Sheet

Preparation: Be ready to record the student's response.

Directions: "Say a sentence for each of the given words."

1. (house) ______________________________

2. (every) ______________________________

Observe:

________1. Took an excess amount of time to respond.

________2. Formed an incomplete thought.

________3. Uses the word incorrectly.

________4. Other

Evaluation:

The student may have trouble organizing his thought into a coherent sentence. Many learning disabled students are deficient in this area. Compare errors with previous units for any likeness or difference. If an error appears three times or more it is fairly certain that a specific difficulty has been found.

Unit VIII Sentence Formation (Written)

Materials Needed: Student's Score Sheet

Preparation: None

Directions: "Write a sentence for each word beside a numeral."

1. rat
2. jump

Observe:

______1. Use of pencil.

- _____ a. easy natural, normal grasp
- _____ b. no excessive pressure on paper.
- _____ c. excessive pressure
- _____ d. awkward grasp

______2. Sentence was not a complete thought.

______3. Sentence structure (capital, period) incomplete.

______4. Other

Evaluation:

A learning disabled student may not be able to organize his writing into a complete thought. He may have difficulty writing the words in the necessary order. If this appears to be a frustration item DO NOT push for a response. Note if the handwriting is inconsistent. This may indicate poor fine motor coordination. Pauses before writing may indicate cognitive overload (having to think) about the letter formation. DO keep in mind that the student is forming a sentence from his own thoughts and this will require some extra time.

Screening Test for Learning Disabilities in Level I ABE Students

Modified from:

Screening Test for Learning Disabilities in Juvenile Delinquents, by George H. Early, PHD and Michael A. Ellingsworth

© George H. Early and Michael A. Ellingsworth, 1975

Student's Score Sheet

Student's Name__________________________

Date__________________________

Examiner__________________________

II Copying (Far Point)

Copy the chart on the wall below:

Unit III Copying (Near Point)

Copy the story below:

The truck was going fast down the road. A big brown cow stepped out into its path. The man driving the truck had to swing around the cow. He missed it. After that he felt like he needed a rest.

IV Writing from Dictation

Write what you hear:

1. ____

2. ____

3. ____

4. ____

5. ____

6. ____

7. ____

Unit VI Spelling (Written)

Write what you hear:

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

Unit VIII

Write a sentence for each word.

1. (rat) ____

____

2. (jump) ____

____

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- Form C	Grades 3 & 4
- Form D	Grades 5 & 6

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THE FRANCES EARLY APPROACH *

Frances Early originally developed this teaching approach for children with learning disorders. But, it is a multi-sensory learning process with applications for Adult Basic Education.

For our purposes, we have abstracted the information which will enable adult students to:

- write the alphabet/letters
- learn phonetic sounds

This approach is particularly useful in Step 1 and 2, found in Notebook 2. You may choose to use parts of this approach in the development of skills beyond Step 2. In addition, this approach is well suited for use with the Sullivan Reading Program for Adults. Material is presented in the next secion of this notebook for this purpose.

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* Those educators familiar with the Orton - Gillingham methods, will find this material is an adaptation.

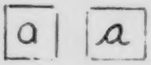
A NEW SOUND OR LETTER

PROCESS

1. The teacher writes the letter while saying the sound (not the name of the letter), at the same time. (see VAKT section)

2. The student traces the letter while saying the sound simultaneously.

EVALUATION

1. Student gives the sounds as teacher quickly flashes letter cards (Index cards, each containing one letter. Use both cursive and manuscript forms of letters. ) to student.

2. Flashcards are laid out in row. Teacher gives a sound. Student points to, or picks up, the letter card representing given sound.

If student has difficulty with either step, return to tracing while saying the sound. Repeat as many times as necessary to develop automatic responses.

VARIATIONS: remember that writing or tracing the letter and saying the sound should be done simultaneously.

1. Teacher takes student's index finger and traces letter.
2. Student traces letter with index finger.
3. Student traces letter made from sandpaper.
4. Student traces teacher's letter with writing tool.

    -unlined blackboard
    -large sheets of paper

    -colored chalk
    -colored pencils
    -markers

5. Use a wrist-weight to increase sensitivity to the writing process.
6. Student traces teacher's letter and then writes letter below traced letter.
7. Student "writes" letter in the air.
8. Teacher erases traced letter from board. Student writes letter on board. (from recall)
9. Teacher gives a sound. Student writes letter representing that sound.
10. Teacher writes manuscript letter on front of flashcard. Student writes cursive form on back.

SOUNDS AND LETTERS INTO WORDS

PROCESS

1. The teacher lays out in a row, flash cards for some of the sounds or letters that the student has learned.

   Example: $\boxed{t}$ $\boxed{i}$ $\boxed{s}$ $\boxed{m}$ $\boxed{h}$ $\boxed{a}$

2. The teacher says a word and then pulls down the appropriate cards. $\boxed{i}$ $\boxed{m}$ $\boxed{h}$

   Example: "sat" $\boxed{s}$ $\boxed{a}$ $\boxed{t}$

3. While pulling down the card, the teacher "sings" (see VAKT section) the sound of each card.

   Example: s a t

4. The teacher says the word in a normal manner.

   Example: "sat"

5. The student repeats the process:

   - repeats the word the teacher has said
   - "sings" the word while pulling down the appropriate cards
   - says the word in a normal manner

EVALUATION

The student should be able to complete the process independently of the teacher. If this is not possible, the entire process should be repeated as many times as is necessary to develop automatic responses. Be sure that the student has mastered the new sound process before attempting to make words.

VARIATIONS

1. Teacher lays flashcards in a row and pronounces a word.
   Teacher "sings" word while student pulls down the cards to make that word. (Sustain "singing" until letter card is found.)

2. Teacher makes a word from the cards, without pronouncing it.

   Example: $\boxed{m}$ $\boxed{a}$ $\boxed{t}$

   Teacher touches each card in sequence while "singing" the word.

   Example: $\boxed{m}$ $\boxed{a}$ $\boxed{t}$

   Teacher pronounces the word.

   Example: "mat"

   Student repeats process.

3. Teacher makes a word from cards without pronouncing it.
   Student touches each card in sequence while "singing" word.
   Student pronounces word in normal manner.

   If student has difficulty or cannot coordinate touching and "singing" sounds, teacher "sings" with student and/or moves student's finger below the letters as they are "sung".

4. Letter substitution:

   Teacher repeats #2. ("mat")
   Teacher gives a word in which one letter has been changed.

   Example: "sat"

   As teacher touches the letters while "singing" the word, she reaches for $\boxed{s}$ to replace the $\boxed{m}$.

   Student repeats process as teacher gives words.

   Example: "mat" - "sat" - "Sam" - "ham" - "him"

5. Review giving sound and having student write letter, "singing" sound while writing.

Example: a

6. Teacher gives a 2-letter word.
Teacher "sings" word while writing it.
Teacher pronounces word in normal manner.

Example: "at" at "at"

Repeat with student.

7. Continue with other 2-letter words. Later, add 3 and 4-letter words.

Example: "at" "am" "it"
"mat" "hat" "sit"
"mast" "mist"

- Teacher pronounces word
- Student "sings" word while writing it
- Student pronounces word in normal manner.

CAUTION

---

1. Teach the sounds, not the names, of letters. The beginning student needs to know how words are sounded out more than the names of letters.

2. Do not teach the whole alphabet before beginning reading. Teach the letters and words that fit the student's immediate needs.

3. Do not introduce a new letter until the old letters can be written and identified.

4. If the student hesitates on any part, go back to tracing and sounding the letter at the same time.

5. Always give the student positive feedback, never give negative feedback.

6. Be patient. Overlearning never hurts, underlearning does.

7. Stress the cursive form of writing. The cursive

form enables the learning disabled student to learn faster because of the continous line flow. The continuous line flow enables and encourages the student's spatial organization and consequent recognition of letters.

Students may learn to visually recognize both cursive and manuscript forms of letters together. If the student learns the cursive form first, she/he has fewer problems recognizing the manuscript form. This will also simplify the process of writing words. It is unkown as to how the transference between the cursive and manuscript forms occurs.

8. Each cursvie letter should begin from a base point. Example: a d This will enable the student to understand where to start each letter.

9. Watch carefully the formation of each letter. They should be clearly distinguishable from other letters. For example, the letter u should not look like an o and vice versa.

10. Always use unlined paper. This will enable the student to not loose cognitive energy making sure each letter is on the line.

OUTLINE FOR SULLIVAN PROGRAMMED READERS

When using Frances Early's Approach, it is necessary for the teacher to know the order for introducing each letter/sound. This will enable words to be built as they are presented in the materials being used by the student.

The Sullivan Adult Programmed Readers has been analyzed for this purpose. Begin with Book 3. Books 1 and 2 deal more with letter writing and recognizing sounds. These skills are automatically included in Mrs. Early's Approach. The adult new reader wants to learn how to read immediately, which is why the writing skills are taught along with the reading skills.

The following format shows the order necessary for introducing the individual letter/sound to coincide with the Sullivan Programmed Readers. This is found in the first column - Sequential Order for Introducing Letters.

The second column provides a list of words from the book that can be made from previously introduced letters. The page number that each word is introduced on is indicated in column 3. For example, under letter i, the list includes: pin, tin, in. These words are introduced on page 12. At this time, the student has been introduced to the letter/sound of the letters n, a, m, c, t, p, b, h, f, i and therefore will also be able to read the word bit. bit is not introduced until page 34 but, by using this outline you will know that bit is also available.

Skills Introduced In Sullivan Adult Reader 3

1. All consonants except j,g,v,y,z,. Page 80 gives suggestions for introducing these consonants.
2. All short vowels: (v-2 rule)
3. Consonant digraphs: th,sh.
4. Consonant blends: sk,ng,nt.
5. Plurals: S(PL-1 rule), men (PL-3 rule)
6. Possessive: 'S(P-1 rule), his (P-2 rule)
7. Compound word: Cannot (first 2 syllable word).
8. Twin consonants: nn, ll, ss.
9. Word Patterns: Rhyming short vowels words.
10. Inflected ending: s. (rule 1)
11. Comprehension: Context Clues, Locating specific information.
12. 39 Basic Sight Words (List includes pg,# word is introduced on).

		pg#			pg#			pg#			pg#
*	a	1	*	that	21	*	had	50		red	66
	can	1	*	the	25		up	51		six	76
*	in	2	*	him	26		hot	52		then	78
*	is	16		ten	28	*	but	52		well	81
	yes	16		did	34		big	54	*	with	83
	no	16	*	and	35	*	as	55		ask	85
	has	16	*	not	41		get	62		will	85
	this	17	*	on	42		got	62		tell	85
*	his	19		an	43		ran	62	*	at	89
*	it	19		cut	50		run	63			

* Words presented in the McNally & Murray Basic Word List

The rules referred to, example V-2, are found in Notebook 2 pages 13-20.

Sequential Order for Introducing letters	Words from Sullivan Adult Reader 3	Page #
1. m		
2. a		
3. n	man	1
	an	43
	Nan	67
4. c	can	1
5. t	cat, mat	1
	ant	54
	at	89
	tan	65
6. p	pan, cap, map	3
	Pat, Pat	16
	nap	71
7. b	bat	6
	cab	19
8. h	hat, ham	6
9. f	fan, flat	10
10. i	pin, tin, in	12
	Tim	16
	it	19
	hit	21
	him	26
	bit	34
	Tip	51
	nip	69
11. th	thin	13
	that	22
	path, bath	70
	math	86
12. s	is, has	16
	this	17
	Sam	19
	sit	23
	sat	34
13. Plural	cans, pans, hats, bats, fans, pins	18
14. Possessive pronoun.	his	19
15. Inflected ending. (s)	sits, hits	23
	nips	69
16. e	pen, men	27
	ten	28
	hen, Ben	29
	net	30
	met	31
	bet	32
	Pep	33
	then	78
	Beth	90
17. ss (double consonant)	Bess	90
18. d	Ed, Ned, Ted	32
	fed	33
	hid, did	34
19. o	mop, cot, cop,	41
	not	41
	post, dots	43
	Bob, Dot, Tom	44
	Don	46
	hot	52
	top	75
20. compound word	cannot	51
21. u	pup, cup, bun	49
	cuts, sun, nut	50
	up	51
	but	52
	bus	64
	tub	71
22. g (cont)	fig, pig, mug,	53
	bug	53
	big	54
	gum, Peg	55

Sequential Order for Introducing letters	Words from Sullivan Adult Reader 3	Page #
22. g (cont)	bag	57
	got, get	62
	Gus	64
	digs	84
	gum	89
	beg	93
23. ng	sing	91
	sang	92
	hang	93
	Bing, bang	94
	sung	95
24. r	rug, rat, rag	60
	ran, run	63
	Rob	65
	red	66
	rip	68
	ribs, rubs	69
	ring	91
	rang	92
	rung	95
25. Possessive 's	Don's, Dot's Pat's, man's	66
	Rob's, Bob's, Tom's, Peg's, Nan's	67
	Tim's, Tom's, Ben's, Ed's, Ned's	68
26. x	ax, ox, box,	74
	fox	74
	six	76
27. l	lips, legs	79
	Al	80
	Sal, Lib	83
28. ll	Bill, hills, pills	80
	Nell, sells, bell	81
	fell, fills	83
	tell	85

Sequential Order for Introducing letters	Words from Sullivan Adult Readers 3	Page #
29. w	well	81
	wet	82
	with	83
	wig	84
	will	85
	wings	91
30. k (sk blend)	ask	85
	mask	86
31. sh	fish	87
	dish	88
	ship, shop, shot	89

Upon completion of Sullivan Book 3, these letters have not yet been introduced. j, g, v, y and z. Here are some suggestions for introducing the remaining letters of the alphabet.

32. j	job, jot, jam, jab, jet, jell, Jill, Jan, Jim	
33. z & zz	fuzz, fizz zip Liz zap	
34. y	yet, yes, yell, yelp, yam, yak, yen	
35. v	vet, van, vat, vend	
36. qu	quit, quiz, quip	

Skills Introduced In Sullivan Adult Reader 4

1. Consonant blends: nk, nd, st, ft, mp, fr, tr, dr, gl, gr, br, cr, sp, lf, sl, sm, bl, pr, sw, lk
2. Consonant digraphs: wh, ch
3. Inflected endings: er, ing (rule 2, 3)
4. Silent Letters: ck, tch
5. Possessive: its (P-2 rule)
6. Syllabication (S-1, S-2, S-3, S-4, S-5)
7. 27 Basic Sight Words (List includes pg.# word is introduced on)

	Page #		Page #		Page #		
* of	15	* to	39	jump	49	bring	78
am	21	into	40	just	50	black	78
went	28	us	40	think	52	best	79
* we	28	better	42	stop	69	I	79
last	33	than	43	its	72	left	82
fast	33	under	45	what	72	still	88
must	36	after	45	which	73		

* Words presented in the McNally & Murray Basic Word List

Sequential Order for Introducing letters	Words from Sullivan Adult Reader 4	Page #
ng +	King, Bing	1
	hung	77
ss +	kiss, miss	2
sh +	cash	29
	mash	32
	rush	36
	hash	38
	shell	70
1. nk	sink, bank, ink, pink, sank	3
	tank	4
	Hank	16
	wink	21
	junk	50
th +	than	43
	think, thing	52
	thank	59
2. ck	rock, sock, lock, tack, sack, rack,	7
	Dick, back	9
	picks	10
	Nick, Rick, sick, pack, kick,	11
	duck, dock, luck	12
	Mack	13
	peck	22
	neck	33
	Jack	49
	thick	61
	lick	82
nt +	bent, tent, hunt, lent, pants	26
	went	28
	sent	47
3. nd	hand, band, sand,	18
	pond, land	19
	end	21
4. ch	chin, chick, check	29
	chip, chop	31
	rich	32
	Chet	35
	Chum	80
5. tch	catch, match, pitch, ditch, hatch	32
6. st	nest, chest, fast, past, last	33
	dust, list	34
	fist, rust, rest,	35
	must	36
	just	50
	stick	61
	stack, Stan	63
	step, stand	65
	stop, stuck	69
	best	79
	test	84
	still	88
7. er	pitcher, catcher, batter, better, sitter, hunter, gunner, runner	42
	robber, tanker, killer, banker, fatter, thinner	43
	sinker, bitter, faster, richer, butter, pepper, hanger	44
	under	45
	ladder, hammer, winner, dinner	46
	boxer, letter, sister	47
	slippers	76
8. ft	after	45
	lift, left	82
9. mp	jump	49
	pump, bump, dumps, bumper, stump, stamp	51
10. fr	Fred	55
11. tr	truck, trunk	55
	tracks, trap, trip	56

+ Skills continued from Book 3

Sequential Order for Introducing letters	Words from Sullivan Adult Reader 4	Page #
12. dr	drop, drip	57
	dress	58
	drink	59
	drank	66
13. gl	glass	58
14. gr	grass	58
15. lk	silk, milk	58
16. br	brick	61
	Brad	63
	bring	78
17. cr	crack	62
	crackers	67
	crab	70
18. sp	Spot	66
	spill, spell	85
19. lf	shelf	70
20. wh	what	72
	which	75
21. sl	slip, slick, slap	74
	slicker, slippers, slacks	76
22. sm	Smith	78
23. bl	black	78
	blank	84
24. pr	prints	84
	press	85
25. ing (suffix)	singing, ringing, sinking, jumping, slapping, standing, dressing, fishing, spilling	90
	digging, resting, drinking, tripping, pressing, dumping, dripping	91
25.ing (cont)	singing, pitching, batting, running, hunting	93
	stopping, shopping, hopping, landing, pecking	95
26. sw	swing, swim swimming, swinging	94

Skills Introduced In Sullivan Adult Reader 5

1. Inflected Endings: ed, est, es, (rule 1)
2. Syllabication: (S-8 rule)
3. Plurals: es (PL-2 rule)
4. Prefix: un
5. Abbreviations: Mr. & Mrs.
6. Y at the end of a word (V-6 rule)
7. Consonant blends: cl, fl, pl, nch
8. Possessive: her
9. r controlled vowels: ir, ar, (V-3 rule)
10. L controlled vowel: al (V-7 rule)
11. Word Patterns: alk, ald, all
12. 2 syllable words: et, en, ending
13. Contractions: (List includes page # word is introduced on.)

	Pg. #		Pg. #		Pg. #		Pg. #
I'll	11	it's	15	isn't	19	aren't	37
he'll		he's		can't		o'clock	44
she'll		she's		didn't		that's	59
we'll		what's		hasn't		hadn't	67
that'll	11	I'm	16	let's	29		

14. Compound words: (List includes pg. # word is introduced on.)

	Pg. #		Pg. #		Pg. #
milkman	1	sunup	59	himself	93
bathtub	15	basketball	77	myself	94
sunset	44	handball	77	crack-up	34
fisherman	53	herself	93		

15. Basic Sight Words (List includes pg. # word is introduced on.)

	Pg. #		Pg. #		Pg. #		Pg. #
* he	1	I'm	16	hard	41	small	78
she	1	didn't	19	yet	45	walk	79
her	4	next	23	give	60	* all	87
* be	7	first	23	them	62	never	92
when	7	let	29	help	64	my	94
if	10	* are	37	* was	67	by	94
me	10	start	38	call	75	why	95

* Words presented in the McNally & Murry Basic Word List

Sequential Order for Introducing Letters	Words from Sullivan Adult Reader 5	Page #
1. cl	clerk	1
	clapping, clock clipping	2
	class	6
	club	41
	clutch	71
2. fl	flapping, flipping	3
	flat	66
3. pl	plant, plank, plug	5
	Plat	9
	plans	14
4. nch	lunch	10
	bench, branch, trench	20
	punching	27
	pinching	30
5. al	Al	12
	Pal	13
6. all	wall, tall, ball	73
	stalls	88
7. lk	walk, talk	79
8. str	string	14
9. ir	shirt, skirt, girl, bird	17
	first	23
10. es	benches, branches, ranches, dishes, boxes, foxes, matches, ditches, glasses, dresses	21
	pinches, catches, crashes	22
	punches	27
	smashes	28
	misses, pitches	31
	fixes, mixes	32
	rushes	89

Sequential Order for Introducing Letters	Words from Sullivan Adult Reader 5	Page #
11. ar	arm, car, jar, star	33
	Carl	34
	cards, park, cart, hard, Mark	35
	dark, bark, shark,	36
	start, spark	38
	marching	40
	part	41
	sharp	43
	farmer	54
	yard	63
	Parker	64
	smart	85
	Clark	92
12. sn	snap	39
13. spr	spring	44
14. ed (ĕd)	dusted, landed, spotted, rotted, potted	49
	dotted, handed, started	50
	ended	51
	rusted	56
	dented	57
ed (t)	smashed, dropped picked, ripped	52
	jumped, dumped	54
	dressed, pressed	55
	marched, snapped parked, marked, asked	56
	cracked, fixed,	57
	socked, chopped, tripped	67
	tacked	68
	slipped	71
	kicked, switched	89
	mixed, waxed	94
ed (d)	banged, canned	52
	filled	55
	grinned, yelled	57
	plugged	74

Sequential Order for Introducing letters	Words from Sullivan Adult Reader 5	Page #	Sequential Order for Introducing letters	Words from Sullivan Adult Reader 5	Page #
15. spl	splash	51			
16. un (Prefix)	unzip	65			
17. zz	jazz, fuzz, fizzing	66			
18. et	rocket, bucket, picket, jacket	68			
	ticket, pocket	69			
	socket	74			
	basket	77			
19. en	kitchen, garden, kitten	70			
	chicken	71			
	happen	80			
20. lt	salt	78			
21. ld	bald	84			
22. est	tallest, smallest	84			
	richest, smartest	85			
23. y (i)	fly, dry, sky, fry, flying, drying, frying	91			
	trying, crying, by	93			

Skills Introduced In Sullivan Adult Reader 6

1. 2 syllable words: le, ar, y endings
2. Consonant blends: tw, sc, pt, ct
3. R-controlled vowels: ur, or
4. Suffix: or, ment
5. Word patterns: ore, are, ind (ind, V-10 rule)
6. Abbreviations: Dr.
7. Vowel digraphs: ay
8. Y at the end of a word (V-6 rule)
9. Inflected endings: y, ly
10. Long vowel: a, i (V-4 rule)
11. Prefixes: mis, re
12. Syllabication: (S-6, S-7, S-8 rules)
13. Contractions: your're, you'll
14. Compound words: (list includes pg.# word is introduced on.)

	Pg.#		Pg.#		Pg.#
understand	17	whatever	40	baseball	65
drugstore	29	haystack	42	forgot	74
upset	35	bypass	46	forget	74
together	35	milkshake	65		

15. 33 Basic Sight Words (List includes pg.# word is introduced on)

	Pg.#		Pg.#		Pg.#		Pg.#
little	2	together	35	there	55	came	77
turn	10	*you	40	same	65	they	77
far	14	say	43	take	65	were	83
*for	19	before	43	made	65	much	83
or	21	May	47	make	66	off	85
more	29	play	49	away	70	like	93
do	30	always	50	your	71	white	93
short	32	today	53	where	74	gave	95

*Words Presented in the McNally & Murry Basic Word List

New Words In Sullivan Adult Reader 6

Phonetic (and Structual Analysis) skills for these words have already been introduced. However, the words are new and it should not be assumed that they will not cause the student difficulty. Remember, when at all possible associate the word with one that is familiar to the student.

	Pg.#		Pg.#		Pg.#
Spud	3	flash	37	bar	66
bunk	3	cluck	38	felt	74
punk	4	skilled	38	split	66
jab	5	unskilled	38	fastest	69
lump	6	unpluged	39	animal	69
block	8	unzipped	39	finished	80
belt	10	unpack	39	mobbed	81
Van Ness	12	unlock	39	remember	82
far	14	sob	41	rubber	83
farther	14	calm	41	raft	83
cob	16	melt	43	drift	83
mad	17	jerk	45	much	83
dash	17	Grant	46	unfinished	84
drag	18	drum	49	began	84
birth	19	drummer	49	hull	85
rid	23	wedding	53	begin	85
mend	23	spend	53	skunk	93
Rams	26	finish	53		
inning	27	interested	54		
Mister	28	interest	54		
less	29	nod	54		
drug	29	rent	56		
unless	31	plus	60		
until	31	husband	62		
shy	32	shut	64		
sip	33	hundred	64		
shyer	35	platter	69		

Sequential Order for Introducing Letters	Words from Sullivan Adult Reader 6	Page #
1. le (2 syllable words)	bottle, apple, pickle, candle, handle, little, middle, bottle	1
	ankle	6
	tackle, tickle	7
	fumble	8
	buckle	10
	Markle	12
	mumble	17
	bundle	19
	unbuckled	39
	table stable, cable able	78
	paddle	83
	unable	86
2. tw	twist	6
3. ur	turn, burn	10
	hurt	11
	nurse, purse	12
	fur	20
	burner	44
	turner	47
	hamburger	57
	church	94
4. or	actor	13
	cork, fork, stork,	16
	storm, corn morning, sort	17
	for, form	18
	born	19
	cord	20
	or, sport	21
	worn, porch, torn, horn, pork	22
	port, shorts, horse	25
	corner, shorter	29
	uncorked	39
	Porter	45
5. ct	act	14
	fact	94
6. et (2 syllable words)	market	26
	blanket	38
	carpet	80
7. en (2 syllable words)	seven	23
	Helen	29
	sudden	89
8. th (suffix)	seventh	27
	forth	85
	fifth, ninth	95
9. ore	core, store	26
	sore	27
	snore	28
	more	29
	before	43
	bore	54
10. pt	slept	30
11. qu	quit, quitter, quiz, quick	37
	quilt, quack	38
12. ay	hay, day, tray	42
	way, say	43
	may	47
	play, player, pay	49
	away	56
	Sunday, Thursday	65
	Fay, today	66
13. ment (suffix)	payment	53
	apartment	67
	department	81
	basement	81
14. y=e	rocky, Sandy, stormy, fuzzy, smelly, dirty, happy, pretty, ugly, hurry, twenty,	58
	sunny, candy, rusty carry, marry	59
	thirty, fifty, sixty, seventy, Betty,	60
	hungry, thirsty, party	65
	lucky	73

Sequential Order for Introducing Letters	Words from Sullivan Adult Reader 6	Page #
14. y=e (cont.)	shady	88
	Patty	90
	buddy	94
	unhappy	70
	Harry	67
	story	86
15. ar (2 syllable words)	dollar	60
	collar	61
16. ā	cake, lake, rake, bake, mate, hate, ate	63
	gate, game, save, shave, late, cane	64
	Blake, name, Dave made, date, take, same	65
	spade	67
	mane, flame, cave, wave, wade	68
	ape, plane, plate grape, tame, grade	69
	Abe, shame	70
	shake	73
	brake	75
	came	77
	vase, case chase, crate, taste	78
	drapes, sale	80
	waste	82
	safe	86
	snake, skate, wake shade, awake	88
17. are	care	63
	share	66
	stare	70
	fare, bare	74
	dare	84
	spare	95
18. ly	sadly	70
	suddenly	85
	happily	90
	quickly	80
19. mis (prefix)	mistake	70
20. re (prefix)	return	82
21. ī	bike, kite, hike, line, ride, nine, stripe, wide	91
	time, bite, like, dime, hide	92
	five, fire, tire, white, inside, besides	93
	drive, mine	94
	fine, smile	95
22. ind	behind	93

Skills Introduced In Sullivan Adult Reader 7

1. Word Pattern: ire, ture, oor, old, olt, oll, ost, oth, ild
2. Schwa: o
3. Irregular or: work, worm
4. Vowel digraphs: ie, oe, ue, ew, ow
5. Plural: es (Pl-4 rule) ; Inflected Endings (rule 6)
6. Prefix: ex
7. Suffix: ed, er (Inflected Endings 4) , ent, ive
8. Long Vowel: o, u (V-4 rule)
9. Variant consonants: c, g (C-4, C-5 rules)
10. 2 syllable words: ic ending
11. Contractions: (List includes pg.# word is introduced on)

I'd	15	weren't	13	don't	25	doesn't	66
haven't	15	they're	21	won't	21	we'd	43

12. 39 Basic Sight Words: (List includes pg.# word is introduced on)

while	3	most	16	used	36	from	74
very	9	old	16	every	42	some	75
many	9	hold	17	over	42	other	76
closed	14	cold	17	here	45	another	78
open	14	both	19	these	47	done	79
go	14	any	22	want	49	even	85
goes	15	kind	23	those	55	new	92
so	15	find	23	work	61	own	94
told	15	don't	25	come	74	grow	94
does	15	blue	36	only	36		

New Words In Sullivan Adult Reader 7

Phonetic (and Structual Analysis) skills for these words have already been introduced. However, the words are new and it should not be assumed that they will not cause the student difficulty. Remember, when at all possible associate the word with one that is familiar to the student.

	Pg.#		Pg.#		Pg.#
wife	3	funny	17	refill	36
mile	3	April	19	states	37
while	3	Jake	20	square	37
rim	4	quarter	20	statement	38
rime	4	lane	20	gray	38
whale	4	sprint	20	false	38
yesterday	5	third	21	clamp	40
sixth	5	wipe	21	firmly	41
Friday	5	any	22	Walthers	42
slid	5	second	22	held	42
slide	5	mind	22	report	42
pipe	8	tiger	23	local	42
pine	8	kind	23	hall	42
pile	8	find	23	ninth	42
file	8	chill	23	barber	42
tile	8	Kate	24	Starcher	43
quite	9	became	25	Chuck	43
lady	10	scar	25	record	44
baby	10	bother	25	Dobson	44
gather	12	trade	25	mutter	44
blush	13	skin	25	ad	44
silly	13	nickel	26	Debs	45
open	14	penny	26	Saturday	46
alive	14	size	27	visit	47
lung	14	prize	27	Nate	47
life	14	paper	30	Hobbs	47
broken	15	angry	32	hotel	48
limp	15	spade	32	plenty	49
hardly	15	alike	33	expect	49
wiggle	15	army	34	sense	49
X-ray	15	navy	34	remind	50
flag	16	barbed	34	exactly	50

New Words In Sullivan Adult Reader 7 (cont.)

reminder	50
uncle	51
else	51
arrive	52
romance	52
extras	52
flop	52
manners	53
behave	53
example	53
polite	53
excuse	53
Pete	55
Larsen	55
Children	55
evening	56
rise	57
except	58
serve	58
ill	58
hospital	59
Harper	61
apply	61
Silver	62
Willis	63
Credit	66
rating	66
trust	66
promise	66
risk	66
address	67
Texas	67
problem	68
firm	69
rate	69
crazy	69

kept	71
opposite	71
Texan	75
salary	76
travel	76
bonus	76
product	77
willing	77
Crump	77
discuss	78
wonder	78
probably	78
empty	79
bother	80
important	81
Sparks	81
lap	81
pedal	81
Skip	81
shape	84
Champ	85
ripe	85
even	85
family	85
deliver	85
stuffed	87
rabbit	87
sniff	89
general	89
solve	89
tomorrow	90
nicest	90
sane	91
stupid	91
wages	91
Watson	92

inch	92
North	94
artist	95

Compound Words:

paycheck	3
fireman	13
salesman	19
doorbell	24
birthday	27
salesgirl	27
hardware	40
bandstand	43
maybe	49
anything	51
forever	57
everywhere	57
everything	57
wherever	57
whenever	57
everybody	57
foreman	57
landlord	69
also	76
nothing	77
another	78
something	79
homework	86
somebody	87
payroll	91
nobody	95

Sequential Order for Introducing Letters	Words from Sullivan Adult Reader 7	Page #
1. ire	wire	
2. ī	pie, tie, lie	6
	die	14
3. es (words that end in y)	flies, fries, dries	7
	tries, cries	
	carries, marries, hurries, ladies, babies	10
4. ed (words that end in e)	tired, hired, fired	9
	closed	14
	used	36
	invited	45
5. ō	hope, robe, note	11
	woke, choke, smoke	12
	joke, hose, spoke	
	rose, stove, bone	13
	broke	14
	drove, hole	15
	pole, home	16
	rope	17
	stone	18
	dope	21
	chose	29
	alone	33
	vote	44
	those	55
	suppose	66
	go	14
	so	15
	ago	33
	combo	47
	also	76
6. oor	door, floor	14
7. old	told	15
	old, sold, gold, cold	16
	hold, fold	17
	older	55
	oldest	86
8. oe	toe	15
	hoe	16
	Joe	87

Sequential Order for Introducing Letters	Words from Sullivan Adult Reader 7	Page #
9. olt	colt	17
10. oll	roll	17
11. ost	most	16
	post	17
	almost	64
12. oth	both	19
13. c (s)	price, race, chance	20
	pace, place, face	
	force, decide	22
	ice, mice, dice, rice, since, lace	25
	cent	26
	nice	27
	ace, Grace, space	30
	service, Bruce, fence	34
	center	37
	city, dance	42
	Nancy	45
	advance	47
	twice	50
	place	51
	success	52
	cement	61
	fancy	83
	slice	90
14. g (j)	change	26
	age	27
	Marge, page	30
	strange, package, garbage	31
	cage, rage, stage, fudge, edge	32
	charge, bandage	34
	cabbage, bridge	35
	large	40
	budget	50
15. ild	wild, child	23
	wildest	92
16. ex	exchange	29
	expense	43

Sequential Order for Introducing Letters	Words from Sullivan Adult Reader 7	Page #
17. ue	true, blue	36
	glue	40
	dues	43
	Sue	62
18. er (words that end in e	dancer, stranger, later	35
	manager	78
	driver	81
19. ū	June, cube	36
	tube, United	37
	tune, huge	52
	dune, rude, rule, flute	53
	cure	59
	Blume	95
20. ic (2 syllable word	music	
21, ive (suffix)	expensive	46
22. ture (chur)	picture	55
	furniture	64
23. or (er)	work	61
	worm, worth, word	62
	world, worry, worst worse	63
24. ent (suffix)	different	
25. o (schwa)	front, come, son, mother, from	74
	glove, some, love	75
	month, monthly, other	76
	oven, done	79
	shove	81
	money, honey	83
26. ew	new, few	92
	grew	93
	threw	94
	drew	95

Sequential Order for Introducing Letters	Words from Sullivan Adult Reader 7	Page #
27. ōw	owe, own, grow	94
	slow, snow, throw	
	show	95

Skills Introduced In Sullivan Adult Reader 8

1. 2 syllable words: is, tion, endings
2. Suffixes: ful, tion, less
3. Schwa: a
4. Vowel digraphs: ay, aw, ea, oo regular
5. diphthongs: oy, ou, ow
6. Long Vowel: a (eigh)
7. 22 Basic Sight Words (List includes pg.# word is introduced on)

	Pg.#		Pg.#		Pg.#		Pg.#
long	4	round	45	now	65	mean	84
gone	7	one	52	eat	73	once	87
saw	27	two	52	near	76	read	90
draw	33	four	52	put	82	look	92
out	37	down	57	about	83		
found	37	how	62	around	83		

New Words In Sullivan Adult Reader 8

Phonetic (and Structual Analysis) skills for these words have already been introduced. However, the words are new and it should not be assumed that they will not cause the student difficulty. Remember, when at all possible associate the word with one that is familiar to the student.

	Pg.#
bowl	1
usually	1
bowling	1
bowler	1
alley	2
valley	2
strike	3
dog	4
hog	4
math	4
cloth	4
collie	4
long	4
insect	4
closet	4
chew	4
cotton	5
blossom	5
ball	5
pod	5
soft	5
mass	5
moment	6
cast	6
across	7
ski	7
Duke	7
boss	7
company	7
clothing	7
lost	8
loss	8
toss	10
cross	10
song	10
Roz	10
moss	11
tiny	11
close	11
single	11
covering	11
log	11
become	12
wind	12
blow	12
flew	13
flown	13
rinse	14
diner	14
duty	14
include	14
scrape	14
spray	15
sprayer	15
grind	15
instruct	16
operate	16
study	16
lower	17
latch	17
forward	17
above	17
upper	18
detergent	19
skip	19
follow	19
notice	20
frozen	21
witch	23
west	25
reflect	26
mirror	26
subtract	26
witness	26
Larkin	27
accident	27
police	27
injured	27
unexpected	27
injury	27
ambulance	27
wise	27
move	28
officer	29
sure	29
discribe	29
offer	29
insurance	30
settle	30
inform	30
person	30
sugar	31
harm	31
protect	32
damage	32
crow	33
hollow	34
stole	35
rattle	36

New Words In Sullivan Adult Reader 8 (cont.)

	Pg.#		Pg.#		Pg.#
enjoy	36	women	56	Bonwit's	72
surprise	37	borrow	57	enter	72
ashamed	37	shovel	57	balance	72
Prentice	40	repay	57	purchase	72
odd	40	surface	58	lettuce	72
several	40	narrow	58	messy	72
honk	41	mow	58	body	75
Childreth	41	mower	58	lesson	76
present	41	deposit	59	cattle	76
widow	41	allow	60	Kathy	77
mentally	41	percent	61	Ross	77
window	41	teller	62	scare	77
key	41	how	62	gentle	78
widower	41	decision	63	saddle	78
splatter	42	whether	63	trot	78
ignite	42	invest	63	gallop	78
ablaze	42	investment	63	master	79
engine	42	collage	63	exist	79
whisper	44	suggest	64	finally	81
ton	46	lazy	64	bottom	82
Graves	49	motor	64	put	82
involve	49	Miller	65	push	82
manual	49	herd	66	stroke	85
human	49	woman	67	flutter	85
computer	49	color	67	pull	85
Bates	50	yellow	68	hips	87
shortly	50	Tuesday	69	practice	87
mileage	51	lemon	69	Ford	90
gallon	51	lily	69	shift	90
divide	51	liquid	70	blew	91
crackling	52	solid	70	garage	91
differently	52	pint	70	tow	91
strong	54	quart	70	pride	94
capture	54	dozen	71	license	94
Midwest	56	register	71	active	94
people	56	button	71	union	94

New Words In Sullivan Adult Reader 8 (cont.)

	Pg.#
independent	95
submerge	96

Compound Words:

silverware	18
grandfather	22
oncoming	26
rattlesnake	32
outside	41
grandson	41
backfire	52
newspaper	57
driveway	57
townspeople	58
withdraw	59
granddad	74
seashore	75
jellyfish	81
overcome	84
overarm	85
backstroke	86
without	87
halfway	91
cookbook	92

Sequential Order for Introducing Letters	Words from Sullivan Adult Reader 8	Page #
1. is	Harris	6
	Lewis	7
	Ellis	36
2. ful (suffix)	wonderful	8
	harmful	32
	careful	43
	successful	47
	thankful, helpful	50
3. a (schwa)	wash	14
	water	15
	father, swan, watch	22
	wander	23
4. tion	instruction, attention,	16
	direction	25
	reflection, operation, injection, addition subtraction	26
	position	28
	station, nation	29
	information, description	30
	protection	32
	mention	38
	ignition	47
	ambition	56
	education	63
	suggestion	64
	action	65
	condition	94
5. aw	saw	27
	law	29
	paw, jaw, caw, draw drawn	33
	thaw, straw	34
	claw	35
	lawn	56
	crawl	85
6. oy	toy, boy	36
	employ, employer, employment	40
	destroy	43

Sequential Order for Introducing Letters	Words from Sullivan Adult Reader 8	Page #
7. ou	counter	36
	proud, out, found	37
	house	41
	ground	43
	cloud, mouse, south shout, sound	44
	mouth, mound, loud, round	45
	pound, ounce, flour thousand	46
	surround	47
	account	59
	amount	60
	sour	69
	about, around	83
	couch	90
8. ow	cow, owl	54
	town, tower, towel	55
	down	77
	power	64
	now	65
	howl, crowd, gown	66
	frown, growl	67
	brown	68
	flower	69
	towers	72
	drown	76
9. less (suffix)	careless	41
	harmless, jobless, penniless, helpless	50
10. eigh (ā)	eight	52
11. ea (ē)	leaf, meat, cream, ear, leaves, eat, each, hear	73
	speak, clean, neat team, heat	74
	east, year, peach, beach, sea	75
	fear, near, weak	76
	teach	77
	lead, easy	78
	real, reason unreal breathe	79
	mean, least	84
	reach	86
	teacher	88

Sequential Order for Introducing Letters	Words from Sullivan Adult Reader 8	Page #	Sequential Order for Introducing Letters	Words from Sullivan Adult Reader 8	Page #
11. ea (ē)	season	89			
(cont.)	seat, read, gear	90			
	nearest, rear	91			
	dream	93			
	deal	95			
12. oo	book, cook, foot, wood, good, look	92			

NEUROLOGICAL IMPRESS

THE NEUROLOGICAL IMPRESS

The Neurological Impress Method is one of the most convenient and inexpensive methods in remedial reading instruction. It is a system of unison reading in which the student and the teacher simultaneously read aloud. As this occurs, a feedback system involving hearing, seeing, and speaking works together in a reconditioning of reading patterns. These modes of learning - hearing, seeing and speaking - combine to form an automatic mechanism - reading.

This automatic response is a direct result of the student's simultaneous reading with the teacher. Reading along with the teacher eliminates the necessity for the student to try to recall certain sight words, sound out each word separately, or repeat part of sentences in order to achieve comprehension. Although these kinds of decoding processes are typically a major reason for lack of good reading, the Neurological Impress Method allows no opportunity for these shortcomings. The simultaneous reading establishes a smooth, fluent reading pattern, and also eliminates a good deal of the student's usual apprehension which is coupled with an inability to read automatically.

For the Neurological Impress Method to be effective, the student should be able to read a least these following high-frequency structure words, McNally and Murry's Basic Word List for Reading and Writing Skills, which make up one-third of the words used in reading and writing:

a
and
he
I
in
on
they
is
it
of
that
the
to
was
one
we
all
as
at
be
but
are
said
with
for
had
have
him
his
not
so
you

This list, sometimes difficult to remember because the words cannot easily be represented by pictures, serves as the foundation of words from which the student builds his automatic reading skills.

In addition to making sure that the student can recognize the 32 high-frequency words, the teacher needs to remember these very important "Do's and Don't's" while using the Neurological Impress Method. Failure to observe these points will result in the breakdown of the learning precess.

Do select reading materials that will be of interest to the student. Research shows that students are more highly motivated when they read material that is of interest to them.

Do read over the information yourself before you read it with a student. It is important that you be familiar with the material, so that your reading is smooth and not irregular or choppy.

Do stop reading when the student displays fatigue. This might be indicated by dry lips or hoarseness of voice. The goal of the method is to cover as much material as possible in the time available, without causing the student discomfort.

After the reading session, do allow the student to volunteer any information about the material that has been read. By doing so, the student is positively reinforcing himself, which indicates interest and comprehension.

As a teacher, do offer positive reinforcement to the student. This can be done with positive remarks such as. "I can really see a lot of improvement!" or "You are really learning a lot of new words!"

Many professionals believe that this kind of positive reinforcement contributes a great deal to the success of the student learning to read.

The success of the Neurological Impress Method depends upon correct observance of "Do's," as well as these "Don't's."

Do not attempt to teach phonics or word recognition skills while using this method. The student must not direct his attention toward the mechanics of word structure of meaning. He should simply see, hear, and say the words automatically.

Do not at any time direct attention to pictures or the content of the material being read. The student should concentrate on words only.

Do not repeat material being read, but bring the student in contact with a variety of material. The idea is not to bore the student, but to introduce different words and materials.

Do not ask the student any question about the content of the material which has been read. The student must not feel that comprehension or retention of information is expected of him.

Do not stop to correct the student if mistakes are made in his reading. This will break the normal flow of true reading patterns and make the student self-conscious that mistakes are being made.

Do not stop reading when the student falters. Keep on reading. This will help the student to overcome the frustrations and distraction of difficult words. He should understand before beginning that the idea is to read with the teacher, not to stop on difficult words. If he hesitates for a difficult word, he should find the teacher's place in the passage and continue the simultaneous reading as soon as possible.

PROCESS:

It is important to become familiar with the procedure before attempting to use it with the student. These are the mechanical steps to be used.

- Tell the student that all you are going to do together is say the words out loud.
- Advise the student not to make an effort to think about individual words, or even think about reading. He should not struggle with word mechanics or meaning. (Cognitive recognition)
- Let the student know that he is not expected to know all of the words that will be encountered during the reading. The student will merely say the words simultaneously with the teacher, who should at all times gear his reading speed to the needs of the student.
- Make sure the student knows that no questions will be asked concerning content of the reading material. This will help him to understand the method as being nonthreatening.
- Place the student so he is sitting with his dominant side next to the teacher. If the student is right-handed, the teacher should sit to the student's right side; left-handed, on the left side. This positioning will enable the student to see the printed words more easily.

- Place the student slightly to the front of the teacher. By doing so, and by saying the words in unison, the voice of the teacher is directed into the dominant ear of the student.
- Instruct the student that you both will jointly hold the book. This creates an atmosphere of sharing the work.
- Tell the student that you (the teacher) will help him guide his index finger across the page under the words that are being said. This will help him to focus his attention on the words as they are spoken.
- Guide the student's index finger of his dominant hand through the paragraph several times as you say the words together. This is the only time that the material is to be repeated and only then to demonstrate the correct procedure for the rest of the exercise.
- Keep a smooth, continuous, left-to-right motion which flows under the words that are being spoken, while guiding the student's finger across the page. The oral reading and the student's finger must be kept at precisely the same word and rate of speed, thus reinforcing coordination of sight and sound. At this time, don't worry about the student's developing a "bad habit" by using his finger as a locator. Later on when reading becomes more automatic, the locator will not be needed.
- Practice reading with a smooth, continuous flow of words. This gives the student an example of the correct way to say the words, and the correct rhythm of the word groups. In addition, read the words with expression. This, in turn, teaches the student to read this way.
- Now, check with the student to make sure he understands the method before beginning. This can be done by asking him to tell in his own words what is going to occur during the reading lesson. This will enable you, his teacher, to determine whether the instructions need to be clarified, and generally how the student feels about being taught in this manner.

After the student has had some experience with the Neurological Impress Method and has shown some progress, the teacher can begin to vary the volume of his voice and his reading speed in the exercises. By reading faster and louder, the teacher is attempting to prompt the student to read faster and more confidently.

At times, the teacher should attempt to read more softly and perhaps lag behind, allowing the student to become the dominant reader. This is done when the student's reading pattern is smooth and continuous. At times, the teacher's voice can fade out completely if the student is reading confidently. When this occurs, it serves as a positive reinforcer, bringing the student nearer to the competence level that is needed for him to become an independent reader. However, if the teacher feels that the student will falter on a particular word or passage, the teacher should immediately re-enter as the dominant reading voice. Only when the student has regained a smooth reading pattern should the teacher's voice fade again.

Summary

The Neurological Impress Method should not be used independently. It is designed to be used as a part of a battery of techniques to teach students to read. It costs nothing, and virtually anyone can be taught to use it in remedial reading instruction.

It is a method of teaching reading which requires the student and teacher to read aloud in unison, a method which integrates the senses of sight and sound in coordination with each other. It helps students to advance from the slow cognitive level of reading to a level of automaticity.

The student will achieve this automatic level of reading much more easily if the teacher remembers the correct utilization techniques of the process.

DO

1. Make sure the student knows the Basic Words List.
2. Tell the student that no questions will be asked about content.
3. Select material that is interesting to the student.
4. Read the material yourself, before you attempt to use it with a student.
5. Sit on the dominant side and slightly behind the student.
6. Direct your voice into the student's ear.
7. Cover as much material as time and physical comfort allow.
8. Read with expression.
9. Give plenty of positive reinforcement.

DO NOT

1. Attempt to teach phonics or word recognition skills.
2. Give attention to pictures.
3. Repeat material.
4. Ask questions about the material being read.
5. Correct the student at any time during the process.
6. Stop reading if the student falters.

Conclusion

Now you have been introduced to a system whereby a combination of visual, auditory, and motor inputs can be used to teach a student conceptual responses. With practice, these responses become automatic.

This system has been found to be especially effective with students who do not respond to a visual stimulus--looking at the printed paper--with an oral reading response. The oral reading (the response) of the teacher in this method takes place of the student response, and provided the student's cue - the auditory stimulus.

This cue in turn stimulates the oral reading response of the student. With practice, the student creates his own response cues, coordinates them, and learns to read automatically - the goal of the Neurological Impress Method.

Preface

The information contained in this booklet has been programmed according to approved teaching procedures. You should find the right amount of information for you to learn at your best rate of speed.

This text is presented in a linear approach. Read each frame carefully. Turn the page and read the statement which has a portion to be filled in. Write your answer in that blank, then turn the page to determine the correctness of your answer. If your answer is correct, turn the page and continue. If it is incorrect, go back to the frame which presents that portion of information and re-read it. Then, enter the correct answer where you made your mistake and continue.

Keep in mind that what you gain from this text will depend on your self-discipline. You are your own teacher. There will be no grade assigned to you for this work. If you simply skip pages to obtain correct answers, then you are defeating the purpose and style of this text - and you won't learn as much.

We are going to introduce you to the Neurological Impress Method for remedial reading. It is a system by which the student is taught to read by learning to respond automatically to what he sees and hears.

The following objectives describe what you should learn without reference or assistance, the student will be able to:

1. Describe the Neurological Impress Method,
2. Recognize the Basic Word List for Developing Reading and Writing Skills by McNally and Murray,
3. Utilize the Do's and Don'ts of the Neurological Impress Method,
4. Use the Neurological Impress Method in teaching students to read.

We won't tell you any more about the method here; we'll let the text tell you. Good luck and happy learning!

FRAMES

1. This text has been designed to introduce you to Neurological Impress Method.

---

51. before

In order for your reading to be__________, and not_________or________, it is very important that you be familiar with the material.

---

101. easier, see

The student is also seated just slightly to the front of the teacher. By doing so, and by saying the words in unison, the voice of the teacher is directed into the dominant ear of the student.

2. The method being discussed in this text is called the________ ________ ________.

---

52. smooth, irregular, choppy

Now that you have become familiar with the Do's, it is important that you also become familiar with the Don'ts. The success of the Neurological Impress Method depends on the correct observation of both.

---

102. By placing the student just slightly to the front of the teacher, when speaking together, the teacher's voice is projected into the __________ear of the student.

3. NEUROLOGICAL IMPRESS METHOD

These are big words, but it is important that you know them, as well as what they mean.

53. Do Not attempt to teach phonics or word recognition skills while using this method. We do not want the student to direct his attention toward the mechanics of word structure of meaning. We simply want him to see, hear, and say the words automatically.

103. dominant

The teacher and student jointly hold the book. This creates the atmosphere of sharing the work.

4 The Neurological Impress Method is one of the most convenient and inexpensive training methods used in remedial reading instruction today.

---

54. Do Not attempt to teach _________ or _______ ______________ while using this method.

---

104. The student and teacher hold the book ______. This creates the atmosphere of ____________.

5. The Neurological Impress Method is widely used today because it is__________and __________.

---

55. phonics, word recognition skills

We do not want the student to dwell on word meaning or structure, but rather to see, hear, and say the words__________.

---

105. together, sharing

6. Convenient, inexpensive

By now you should see how the text is going to work. Proceed.

---

56. automatically

---

106. After the teacher and student are correctly positioned, the teacher takes the index finger of the student's dominant hand and guides it through the first paragraph several times, as they say the words together. This is the only time material is to be repeated, and only then to show the student the correct procedure for the rest of the exercise.

7. The Neurological Impress Method is a feedback system involving hearing, seeing, and speaking - working together to recondition reading patterns.

---

57. Do Not at any time direct attention to pictures or the content of the material being read. We want the student to concentrate on words only.

---

107. Once seated correctly, the teacher guides the student's ________ ________ through the first paragraph several times as they say the words ________.

8. To recondition reading patterns, the Neurological Impress Method utilizes three things working together. They are______,______, and____________.

---

58. Do Not at any time direct attention to__________or the _______of the material being read.

---

108. index finger, together

This the only time material is to be__________, and only then to demonstrate the correct procedure for exercise.

9. hearing, seeing, speaking

This is a utilization process that combines hearing, seeing, and speaking in order to form an automatic response mechanism - reading.

---

59. pictures, content

We want the student to concentrate on__________only.

---

109. repeated

10. By conditioning the student to hear, see, and speak without pausing for him to decode what he is reading, we are building an ____________ ____________ ____________.

---

60. words

---

110. While guiding the student's index finger, the teacher should keep a smooth, continuous left-to-right motion, directing the finger, just under the words being spoken. The oral reading and the student's finger must be kept at precisely the same word and rate of speed. This teaches coordination of sight and sound.

11. automatic response mechanism

This is the goal of the method - to have the student see and then speak automatically. This is reinforced by the simultaneous hearing of what he is reading.

---

61. Do Not repeat material being read. Press onward. The idea is to not bore the student, but rather to bring him into contact with as many words as possible.

---

111. A smooth, continuous ____________-________-________motion should be maintained by the teacher guiding the student's index finger across the page.

12. By freeing the student of all cognitive processes, reading becomes automatic. It follows that by making the reading process automatic, the student learns to comprehend automatically.

*Note: A cognitive process is the means by which a student sees a word, recognizes it, and comprehends its meaning. In normal or fast readers, this process is almost instantaneous. In slow or remedial readers, it takes a longer period of time to occur.

---

62. Material being read should not be ________________.

---

112. left-to-right

The oral reading and the student's index finger must be kept at precisely the same _________ and ___________ of speed.

13. By freeing the student of all______ ______, the student learns to read automatically.

---

63. repeated

The idea is to bring the student into contact with as_____ _________ as possible.

---

113. word, rate

14. cognitive processes

By practicing in this manner, the student learns to comprehend______.

---

64. many words

---

114. By reading with a smooth and continuous flow of words, the teacher is giving the student an example of the correct way to say them and the correct rhythm of the word groups.

15. Automatically

65. Do Not ask questions about the content of the material.

115. By reading with a ______ and _________ flow of words, the teacher is giving the student an example of the correct way to say them and the correct rhythm of the word groups.

16. Before this method can be utilized effectively, it is preferred that the student know the words contained in the Basic Word List for Developing Reading and Writing Skills by McNally and Murray.

---

66. Do Not ask__________about the ___________of the material.

---

116. smooth, continuous

This gives the student an example of the______way to say them, and the correct________of the word groups.

17. To effectively utilize this method, the student must know the words contained in the_________ _________ _________ _________ _________ _________ ____ _________ _________by McNally and Murray.

---

67. questions, content

The student must not feel that______or_________of information is expected of him.

---

117. correct, rhythm

The teacher should read with expression. This also teaches the student to read with expression.

18. Basic Word List for Developing Reading and Writing Skills.

---

68. comprehension, retention

---

118. The teacher should read with___________.

167

19. The Basic Word List consists of 32 high frequency structure words. High frequency means often seen and used.

69. Do Not stop to correct the student if mistakes are made. This will break the normal flow and true reading patterns and make the student self conscious that mistakes are being made. Continue the reading.

119 expression

20. The basic Word List consists of 32_____ _____ ________words.

---

70. If mistakes are made, do not stop to__________the student.

---

120. At this time, the student should be asked if he understands the method being used. This will enable the teacher to determine whether the instructions need to be clarified, and also how the student feels about being taught in this manner.

21. high frequency structure

---

71. correct

This will make the student self conscious of the error and break the __________ __________ of true reading patterns.

---

121. At this time the student should be asked if he __________ the method being used.

22. These high frequency structure words are difficult to remember, because they cannot easily be represented by pictures.

---

72 normal flow

---

122. understands

This will enable the teacher to _______any area that are uncertain, and determine how the student_________about being taught in this manner.

23. Because they cannot easily be represented by__________, these high frequency structure words are__________to remember.

---

73. Do Not stop reading if the student falters. Just keep reading. This will force the student to overcome the frustrations and distraction of difficult words. He should understand, before beginning, that the idea is to read with the teacher, not to stop on difficult words.

---

123. clarify (clear up), feels

If everything is clear, you are ready to proceed.

24. pictures, difficult

It was found that these 32 words make up 1/3 of the words used by a child or an adult in reading and writing.

---

74. Do Not stop reading when the student __________.

---

124. Remember, the teacher always sits at the _______ side of the student.

25. The words that make up the list are:

a
and
he
I
in
on
they
is
it
of
that
the
to
was
one
we
all
as
at
be
but
are
said
with
for
had
have
him
his
not
so
you

---

75. falters

The idea is to read with the teacher, and by so doing to________the frustration and distraction of difficult words.

---

125. dominant

The teacher sits slightly________the student.

26. We are not going to ask you to memorize this list, but it is extremely important that you recognize these words and understand the importance of having the student automatically read them. After the student has learned the list, the Neurological Impress Method can be started.

---

76. overcome

---

126. behind

The student and teacher ___________ the book jointly.

27. The Neurological Impress Method can be started _______ the student learns the Basic Word List.

---

77. In this section you will be introduced to the actual procedure of using the Neurological Impress Method. It is important that you become familiar with this procedure before you use it with a student.

---

127. hold

The teacher takes the _____ ________ of the student's dominant hand and guides it along just beneath the words that are being read in unison.

28. after

This list serves as the foundation of words from which the student builds his automatic reading skills.

---

78. Step 1

When introducing the Neurological Impress Method to the student, he should be told that all you are going to do together is say the words out loud.

---

128. index finger

The voice of the teacher is directed into the dominant_____of the student.

29. This list will serve as the ________ of words for which the student ___________ his automatic reading skills.

---

79. When introducing the student to the Neurological Impress Method, he should be told that all you are going to do ______ is say the _______ ___________.

---

129 ear

The teacher reads with a ________, __________ flow of words.

30. foundation, builds

---

80. together, out loud

---

130. smooth, continuous

The teacher reads the words using____________.

31. Before the process of the Neurological Impress Method is explained, there are some very important "Do's and Don't's" that you need to remember while using the method. Failure to observe these do's and don't's will result in the breakdown of the learning process being attempted here.

---

81. The student should be told not to make an effort to think about individual words meanings, or even to think about reading. We do not want him to struggle with word mechanics or meaning (cognitive recognition).

---

131. expression

The teacher guides the student's index finger with a smooth left-to-right motion, always keeping it at precisely the same______and_______ of speed.

32. Let's begin with the Do's

Do select reading materials that will be of interest to the student. Research shows that students are more highly motivated when they read material that is of interest to them.

---

82. The student should be told not to _______ about individual words or their meaning.

---

132. word, rate

Well, there you have the cake! Now for some icing to put on it!

33. Do select reading material that is of______to the student.

---

83. think

We do not want him to struggle with word mechanics or meaning (___________ __________).

---

133. After the student has had some experience with the Neurological Impress Method and has experienced progress, the teacher can begin to vary the volume of his voice and reading speed. By reading faster and louder, the teacher attempts to prompt the student to read faster and more confidently.

34. interest

Research shows that when students are interested in the material that they read, they become highly__________.

---

84. cognitive recognition.

---

134. By reading faster and louder, the teacher is attempting to prompt the student to read_________and with more_________.

35. motivated

85. The student should be told that he is not expected to know all of the words that will be encountered during the reading exercise. But he should know that he is supposed to say the words at the same time the teacher is saying them. You, as the teacher, should gear the reading speed to the needs of the student.

135. faster, confidence

36. Do stop reading when the student displays fatigue. This might be indicated by dry lips or hoarseness of voice, indicating the need for a drink of water and a pause in the action. The goal of the method is to cover as much material as possible in the time available, without causing the student physical disconfort.

86. The student should be told that he is not expected to_________ all of the words that will be encountered.

136. At times, the teacher should attempt to read more softly, and perhaps lag behind, allowing the student to become the dominant voice. This should be done only when the student's level of competence and confidence have increased and the passage being read is made up of words the student can easily recognize.

37. Dry lips or hoarseness of voice may indicate__________, and the need to take a break.

---

87. know.

---

137. At times, the teacher should attempt to read more________and perhaps lag__________, allowing the student to become the __________reader.

38. fatigue

The goal of the method is to cover as much material as possible in the time allotted, without causing__________ ____________ to the student.

---

88. But he should know that he is supposed to__________ __________
___________at the same time the teacher is___________them.

---

138. softly, behind, dominate.

39. physical discomfort.

---

89. say the words, saying.

You, as the teacher, should at all times gear the reading speed to the ____________ of the student.

---

139. However, if the student falters, displays hesitance or a lack of confidence in his reading, then the teacher should immediately re-enter as the dominant reading voice. Only when the student has regained his confidence and a smooth reading pattern should the teacher's voice fade again.

40. After the reading session, do allow the student to volunteer any information about the material that has been read. By doing so, the student is positively reinforcing himself, which indicates both interest and comprehension.

---

90. needs

The student should be told that no questions will be asked concerning content of the reading material. This will help him to understand the method as being non-threatening.

---

140. If the student falters or hesitates, the teacher should immediately ____________ as the _____________ reading voice.

41. Do allow the student to ________ any information about the material that has been read. This should happen ______________ the reading session has ended.

---

91. No ___________ will be asked concerning the content of the reading material.

---

141. re-enter, dominant.

42. volunteer, after.

---

92. questions

This is to make the student understand that he is not to feel ____________by the exercise.

---

142. Only when the student has__________his confidence and a smooth__________ pattern should the teacher's voice again fade.

43. By doing so, the student is ____________ ____________ himself, which indicates both interest and comprehension.

---

93. threatened.

---

143. regained, reading.

44. positively reinforcing.

94. The student should be told the teacher will help him guide his index finger across the page just under the words that are being read. This will help him focus his attention to the words being spoken.

144. The Neurological Impress Method is not a method to be used independently. It is designed to be used as part of a battery of techniques to teach students to read.

45. As a teacher, do offer positive reinforcement to the student. **This can be done with positive remarks, such as,** "Wow! You're actually reading now!" or "I can really see a lot of improvement!" or "You are really learning a lot of new words!"

Many professionals believe that this kind of positive reinforcement contributes a great deal to the success of the student learning to read.

---

95. The student should be told that the teacher will help him __________ his index __________ across the page just under the words being read.

---

145. It is recommended that the Neurological Impress Method not be used ____________ of other methods.

194

46. As a teacher, do offer ____________ ____________ to the student. This can be done with one or several positive comments.

---

96. guide, finger.

This will help him to ____________ his attention on the words being read.

---

146. independently.

It is a method that costs nothing, and that virtually anyone can be taught to use.

47. positive reinforcement.

Many professionals believe that this kind of positive reinforcement contributes a great deal to the__________of the student learning to read.

---

97. focus.

---

147. The Neurological Impress Method costs____________to use.

48. success

---

98. To properly set the stage for the exercise, the teacher should be seated at the student's dominant side. If the student is right handed--the right side; left handed--the left side. Research indicates that students respond more readily to this manner, because it is easier for them to see the words.

---

148. nothing.

Virtually ______________can be taught to use it.

49. Do read over the information yourself before you read it with a student. It is very important that you be familiar with the material, so that your reading is smooth and not irregular or choppy.

---

99. In conducting this method, the teacher should sit at the student's ________________ side.

---

149. anyone

50. Do read over the information yourself ____________ you read it with the student.

return to the front and frame #51.

---

100. dominant.

Research indicates that this works best, because it is ___________ for the student to _______________ the words being read.

return to the front and frame #101

---

150. Well - you've done it! You've taught yourself about the Neurological Impress Method! We have included on the following pages a brief summary of the points for your reference, and a few concluding remarks. Turn to the next page.

The Neurological Impress Method is a very inexpensive and convenient method, that can be used with most reading programs and instructors.

It is a method of teaching reading which requires you and the student to read aloud in unison; a method which integrates the senses of sight and sound in coordination with each other. It helps the student to advance from the slow cognitive level of reading to a level of automaticity.

The student will achieve this automatic level of reading with much greater ease, if you observe a few basic "Do's and Don't's".

Do:

1. Sit at the dominant side and slightly behind the student.
2. Direct your voice into the student's dominant ear.
3. Tell the student that no questions will be asked about content.
4. Cover as much material as time and physical comfort allow.
5. Read the material yourself, before you attempt to use it with a student.
6. Give plenty of positive reinforcement.
7. Use material that is interesting to the student.
8. Read with expression.
9. Make sure that the student knows the Basic Word List.

Do Not:

1. Attempt to teach phonics or word recognition skills.
2. Give attention to pictures.
3. Repeat material.
4. Ask questions about the material being used.
5. Correct the student at anytime during the progress of the exercise.
6. Stop reading if the student falters.

What you have learned from this text is a system, whereby a combination of visual, auditory, and motor inputs can be combined to teach a student conceptual responses. With practice, these become automatic.

This system has been proven especially effective with students who do not respond to a visual stimulus with an automatic oral response. In this method, the oral response of the tutor (teacher) takes the place of the student's response, and provides the cue (auditory stimulus). This cue in turn stimulates and teaches the oral response of the student. With practice, the student learns to create his own cues, coordinate them, and respond automatically. Painlessly, he will become a reader.

Now that you've completed the text - Happy Teaching!

PRIME-O-TEC

Prime-O-Tec

The Prime-O-Tec reading method is not new, but has been named and elaborated upon by William C. Jordon of California. He has found the method to be particularly effective in reading remediation.

The Prime-O-Tec method is a remedial reading system in which the student learns to read through the integration of the seeing, hearing, and speaking modalities. This integration is achieved as the student listens to material recorded on audio cassette tapes, while following coinciding printed material. The student hears smooth reading patterns, which promote the adjustment of his own faulty reading pattern into one of fluent reading.

Prime-O-Tec is a low-cost reading method which virtually anyone can learn to use effectively. The staff member may purchase pre-recorded materials or produce his own tapes from printed matter of interest to the student.

This method is not designed to be used as a substitute for an entire reading program, but rather as an excellent supplemental tool for developmental or remedial programs.

The following important characteristics of the Prime-O-Tec should be noted before incorporating the method into your lesson plans.

The first and perhaps most important asset of the method is that it involves the integration of the visual (seeing), auditory (hearing), and vocal-motor (speaking) modalities or senses.

Second, this process has been found to be very effective with poor readers who have faulty or hesitant reading patterns. It provides them the opportunity to listen to a smooth reading pattern while following this reading in a printed text. Through the integration of the indicated modalities, the students begin to develop their own fluent reading patterns.

A third valuable quality of the Prime-O-Tec method is that it relieves the teacher of some of the one-to-one work with the student, otherwise necessary in remedial reading instruction. Because of its design, the Prime-O-Tec enables the teacher to organize his classroom in a way that allows individual attention/instruction to certain students, while others can listen to tapes and learn without this one-to-one attention.

Fourth, by using this method, students can be provided a learning environment which shelters them from distracting outside stimulation. This sheltered environment is especially efficient when used with students who are easily distracted or have limited ability to concentrate.

A fifth characteristic is that this method permits students to become familiar with a wider variety of printed material than ordinarily would be provided for their instruction. The Prime-O-Tec can be used with materials such as pamphlets on community services or child care, or lessons in other academic areas such as math. Meaningful material will help increase the value that the student places on learning to read; and students will have a broader base upon which to build their learning.

Before the Prime-O-Tec can be used efficiently, there are several tasks which the teacher should complete.

First, the teacher should test the students to determine their instructional reading levels. The teacher needs to know the students' reading levels, so they can be given appropriate reading materials and grouped if desired.

The instructional reading level is that which expects the student to be able to recognize 90% of the words in the text materials, and achieve no less than 70% in comprehension--both literal and inferred--independent of teacher assistance.

Second, the teacher should also give the students an interest survey to determine the types of materials that need to be used. It has been found that meaningful material motivates student performance. It also provides a means to group students.

Third, after the teacher has selected reading material, he should carefully evaluate it as to *reading level, hence providing more accurate placement of students.

Fourth, the teacher may choose to record selected materials on audio cassette tapes. This is preferred because he will have a personal knowledge of his students' reading abilities, and can record the tapes at speeds appropriate to the students' individual needs.

Titles, reading levels, and interest areas of materials may be indicated on the tapes to assist in organizing and storing materials. Color and letter or number coding may facilitate labeling of different reading levels.

It is important to become familiar with the procedure before using it with the student. These are the mechanical steps of the Prime-O-Tec method.

First, the teacher should group students according to pre-established reading levels and interest areas. Consequently, students in the same groups will be reading the same materials.

Second, the teacher should distribute books, tapes, earphones, and tape recorders, making sure that the students understand how to operate the recorders.

* The Fog Readability Formula to determine the reading level of materials is included in the reference materials.

Third, the teacher should tell the students that they will listen to the tapes, following in their books at exactly the same place which corresponds to the recorded voice.

Fourth, the teacher should explain to the students that they may be asked questions about the materials they have read.

Students should also be told that they are not expected to know all the words that they will see and hear, and that they should not hesitate when they come to an unfamiliar word, but continue to follow along with the tape.

Students should be told that they may play back the recorded materials as many times as they wish, as long as they also re-read the printed material each time.

According to teacher/student purposes, the student may read aloud, along with the recorded voice. Research shows that the student retains words more easily if there are intervals in which he is required to add his own vocal-motor modality to the reading process.

Summary

The Prime-O-Tec is a remedial reading system which integrates the modalities of seeing, hearing, and speaking. This is a system by which the student listens to a smooth conversation-type reading on audio cassette tapes, while following coinciding printed materials.

Prime-O-Tec is designed to be a supplement to remedial reading programs. It utilizes audio cassette tapes, tape recorders, and earphones in conjunction with coinciding printed materials.

This system provides sufficient flexibility in working with students by allowing the teacher to deal with students on an individual or small group basis. The Prime-O-Tec also provides a sheltered environment in which to work, for those students who are easily distracted by outside stimulation.

A wide variety of reading materials which correlates with student interest and ability can be offered. Consequently, the value students place upon learning to read is increased with use of meaningful material, and they gain a broader base upon which to build their learning.

This easy-to-use method can be used by teachers, aides, and volunteers.

At the completion of an exercise, students may be asked questions about the materials they have read. However, students are not expected to know all of the words they will see and hear. If an unfamiliar word is encountered, students should not hesitate, but continue to read along with the recorded voice.

Students may play back the recorded material as often as they please as long as the printed material is also correspondingly re-read each time.

Conclusion

This program has introduced you to a system which has been found especially effective with students who have a faulty or hesitant reading pattern.

By providing the opportunity for students to listen to smooth reading patterns from recorded audio cassette tapes while they follow in printed texts, the teacher using the Prime-O-Tec method assists remedial readers in the effective union of seeing, hearing, and speaking modalities or senses. The result is better reading. This is Prime-O-Tec.

PREFACE

The information contained in this booklet has been programmed according to approved teaching procedures. You should find the right amount of information for you to learn at your best rate of speed.

This text is presented in a linear approach. Read each frame carefully. Turn the page and read the statement which has a portion to be filled in. Write your answer in that blank, then turn the page to determine the correctness of your answer. If your answer is correct, turn the page and continue. If it is incorrect, go back to the frame which presents that portion of information and re-read it. Then, enter the correct answer where you made your mistake and continue.

Keep in mind that what you gain from this text will depend on your self-discipline. You are your own teacher. There will be no grade assigned to you for this work. If you simply skip pages to obtain correct answers, then you are defeating the purpose and style of this text - and you won't learn as much.

We are going to introduce you to the Prime-O-Tec method for remedial reading. It is a system by which the student is taught to read by learning to integrate and coordinate seeing, hearing, and speaking.

The following objectives describe what you should learn. Without reference or assistance you will be able to:

1. Describe the Prime-O-Tec method.
2. Organize the materials and setting to utilize the method.
3. Utilize the Prime-O-Tec method with remedial reading students.

We won't tell you any more about the method here; we'll let the text tell you. Good luck and happy learning.

1. The method to be discussed in this text is termed the Prime-O-Tec method.

---

40. This method can be used with non-academic material or in ______________________ areas, such as math.

---

79. Students may be ________________ ________________ about the reading material.

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2. The ________________-______-________________ method will be discussed in this text.

---

41. academic.

Meaningful material will help increase the value that the student places on learning to read; and students will have a broader base upon which to build their learning.

---

80. asked questions.

Students should also be told that they are not expected to know all of the words that they will see and hear.

3. Prime-O-Tec

It is a system designed to integrate and coordinate the seeing, hearing, and speaking modalities or senses of the student.

---

42. Meaningful material helps increase the __________ that the students place on ______________ to read, and provides a __________ __________ upon which to build their learning.

---

81. Students are not expected to ______________ all of the words that they will see and hear.

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4. The Prime-O-Tec method integrates the modalities of
________________, ________________, and ________________.

43, value, learning, broader base

---

82. know

They should be told that when they come to an unfamiliar word not to hesitate, but to continue to follow along with the tape.

5. Seeing, hearing, speaking.

These first frames have given you a brief look at how the text will operate. Continue to the next frame.

---

44. Before the Prime-O-Tec can be used efficiently and effectively, there are several tasks which the teacher should complete.

---

83. If an unfamiliar word is encountered, students should know to ________________, and ________________ ________________ with the tape.

6. In this system, the student listens to audio tape cassettes, while following coinciding reading materials. The student may be called upon to read aloud with the materials being presented.

---

45. First, the teacher should test the students to determine their instructional reading levels. The teacher needs to know the students' reading levels, so that they can be given appropriate reading materials and grouped if desired.

---

84. continue, follow along.

Students should be told that they may play back the recorded material as often as they wish, as long as they also re-read the printed material.

7. The student utilizing Prime-O-Tec listens to an __________ __________ __________ and follows printed material which __________ with what he is hearing.

---

46. The teacher should first __________ the students to determine their __________ __________ __________.

---

85. Students may __________ __________ the tape as many times as they wish, as long as the printed material is also __________.

217

8. audio tape cassette, coincides.

At times the student will be called upon to ___________ ___________ with the material being presented.

---

47. test, instructional reading level.

By so doing, the teacher can determine reading levels and provide appropriate ___________ ___________ for students, and ___________ them together if desired.

---

86. play back, re-read.

According to teacher/student needs, the student may be asked to read aloud along with the recorded voice.

9. read aloud.

The student hears a smooth reading pattern, which promotes the establishment of his own reading pattern into one of smooth reading.

---

48. reading materials, group.

---

87. Depending on teacher/student needs, the student may be required to ________________ ________________ along with the tape.

219

10. The student hears a __________ reading pattern, which promotes the establishment of his own reading pattern into one of __________ __________.

---

49. The instructional reading level is that which expects students to be able to recognize 90% of the words in the text materials, and achieve no less than 70% in comprehension--both literal and inferred--independent of the teacher.

---

88. read aloud.

Research shows that students retain words more easily if there are intervals in which they are required to add their own vocal-motor modality to the reading process.

11. smooth, smooth reading.

---

50. Instructional reading level indicates a 90% ____________ of text materials and 70% _______________.

---

89. Research indicates that __________ are more easily remembered, if the student is required to add his own __________-__________ __________ to the reading process.

12. Prime-O-Tec is a low-cost method, which virtually anyone can learn to use effectively. The staff member may purchase taped materials or produce his own tapes from printed matter of interest to the student.

---

51. recognition, comprehension.

This means both literal and inferred comprehension, independent of teacher assistance.

---

90. words, vocal-motor modality.

13. Prime-O-Tec is a __________ __________ method, which anyone can learn to use effectively.

---

52. Student comprehension, both __________ and __________, should be independent of teacher assistance.

---

91. The Prime-O-Tec is a remedial reading system which integrates the modalities of seeing, hearing, and speaking.

14. low cost.

Pre-recorded materials may be purchased or a staff member can __________ his own from __________ __________ of interest to the student.

---

53. literal, inferred.

---

92. The Prime-O-Tec is a remedial reading system which integrates the modalities of __________, __________, and __________.

15. produce (make), printed matter.

---

54. Second, the teacher should also give the students an interest survey to determine the types of materials that need to be used. It has been found that meaningful material motivates student performance. It also provides a means to group students.

---

93. seeing, hearing, speaking.

This is a system by which the student listens to a smooth conversation-type reading on audio cassette tapes, while following coinciding printed materials.

16. The Prime-O-Tec method is not designed to be used as a substitute for an entire reading program, but rather as an excellent supplemental tool for developmental or remedial programs.

---

55. An ____________ ____________ of the students will provide the teacher with information to select the types of __________ to be used. This serves to ____________ student performance and provides a means to ______________ students.

---

94. This is a system whereby the student listens to a smooth, conversation-type reading on __________ __________ __________, while following coinciding __________ __________.

17. The Prime-O-Tec is designed to be a ______________ ___________ for developmental or remedial programs, not as a ___________.

---

56. interest survey, materials, motivate, group.

---

95. audio cassette tapes, printed materials.

Prime-O-Tec is designed to be a supplement to remedial reading programs.

18. Supplemental tool, substitute.

The method is not new, however. It has been named and elaborated upon by William C. Jordon.

---

57. Third, after the teacher has selected reading material, he should carefully evaluate it as to reading level, hence providing more accurate placement of students.

---

96. Prime-O-Tec is designed to be a ________________ to remedial reading programs.

19. This section will present some important characteristics of the Prime-O-Tec method. The first and perhaps most important asset of the method is that involves the utilization and integration of the visual (seeing), auditory (hearing), and vocal-motor (speaking) modalities or senses.

---

58. After selecting reading material, the teacher should carefully ___________ the material. By so doing, more accurate ____________ of the students can be accomplished.

---

97. supplement.

It utilizes audio cassette tapes, tape recorders, and earphones in conjunction with coinciding printed materials.

20. The first asset of the method is that it involves the senses or modalities of __________, __________, and __________.

---

59. evaluate, placement.

---

98. It utilizes __________ __________ __________, __________ __________, and __________ in conjunction with coinciding printed materials.

21. seeing, hearing, speaking or visual, auditory, and vocal-motor.

60. Fourth, the teacher may choose to record selected materials on audio cassette tapes. This is preferred, because he will have a personal knowledge of his students' reading abilities and can gear the reading to them.

99. audio cassette tapes, tape recorders, earphones.

This system allows teacher flexibility in working with students by allowing the teacher to deal with students on an individual or small group basis.

22. Second, this process has been found to be very effective with poor readers, who have faulty or hesitant reading patterns. It provides them with the opportunity to listen to a smooth reading pattern, while following this reading in a printed text.

---

61. The teacher may choose to ____________ selected materials on ____________ ____________ ____________.

---

100. The teacher has sufficient flexibility in using this method to deal with students on an ____________ or ____________ ____________ basis.

23. This method has proven successful by allowing students to ________ to smooth reading patterns, and at the same time follow along in a ________ text.

---

62. record, audio cassette tapes.

This is preferred, because the teacher will have a personal knowledge of his students' ________ ________ and can gear the reading to them.

---

101. individual, small group.

The Prime-O-Tec also provides students who are easily distracted by outside stimulation with a sheltered environment in which to work.

24. listen, printed.

Through the integration of the indicated modalities, the students begin to develop their own smooth reading patterns.

---

63. reading abilities.

The teacher can also record the tapes at speeds appropriate to the students' individual needs.

---

102. The Prime-O-Tec also provides students, who are easily distracted by outside stimulation, a ____________ environment in which to work.

25. By integrating the modalities of seeing, hearing, and speaking, the students begin to develop their own __________ __________ __________.

---

64. Also, the teacher can record tapes at appropriate __________ in accordance with students' individual __________.

---

103. sheltered

A wide variety of reading materials can be offered to students with varying abilities and interests.

26. smooth reading patterns.

---

65. speeds, needs.

Titles, reading levels, and interest areas of materials may be indicated on the tapes to assist in organizing and storing materials.

---

104. A wide __________ of reading materials can be offered to students with varying abilities and interests.

27. A third valuable quality of the Prime-O-Tec method is that it relieves the teacher of some of the one-to-one work with the student otherwise necessary in remedial reading instruction.

66. __________, __________ __________, and __________ __________ may be indicated on the tapes to assist in their organization and storage.

105. variety.

This easy-to-use method can be used by teachers, aides, and volunteers.

28. The Prime-O-Tec method relieves the teacher of some of the ___________-___________-___________ work often necessary in remedial reading instruction.

---

67. Titles, reading levels, and interest areas.

Color coding may facilitate labeling of different reading levels.

---

106. This easy-to-use method can be used by ___________, ___________, and ___________.

29. one-to-one.

Because of its design, the Prime-O-Tec enables the teacher to organize his classroom in a way that allows individual attention/instruction to certain students, while others can listen to tapes and learn without this one-to-one attention.

---

68. ____________ ____________ may help to distinguish the different reading levels.

---

107. teachers, aides, volunteers

At the completion of an exercise, students may be asked questions about the materials they have read.

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30. The Prime-O-Tec allows the teacher to organize his classroom in a way that allows ___________ ___________/___________ to certain students, while others can ___________ to ___________ and learn without this one-to-one attention.

---

69. color coding.

---

108. Students may be ___________ ___________ about the materials they have read.

31. individual attention/instruction, listen, tapes.

---

70. This section will present the mechanical steps of the Prime-O-Tec method. First, the teacher should group students according to pre-established reading levels and interest areas. Consequently, students in the same groups will be reading the same materials.

---

109. asked questions.

Students are not expected to know all of the words that they will see and hear.

32. Fourth, by using this method, students can be provided a learning environment which shelters them from distracting outside stimulation.

---

71. The teacher should group students according to pre-established ________ ________ and ________ ________. This assures that students in the same groups will be reading the same ________.

---

110. Students are not expected to ________ all of the ________ that they will see and hear.

33. Prime-O-Tec provides a __________ learning environment, free from distracting outside __________.

72. reading levels, interest areas, materials.

111. know, words.

If an unfamiliar word is encountered, students should not hesitate, but continue to read along with the recorded voice.

34. sheltered, stimulation

This sheltered environment is especially efficient when used with students who are easily distracted or have limited ability to concentrate.

---

73. Second, the teacher should distribute books, tapes, earphones, and tape recorders making sure that the students understand how to operate the recorders.

---

112. If an unfamiliar word is encountered, students should not ___________, but ___________ to read along with the recorded voice.

35. This sheltered environment is especially efficient when used with students who are __________ __________, or have limited ability to __________.

---

74. The teacher should distribute __________, __________, __________, and __________ __________, making sure that the students understand how to operate the equipment.

---

113. hesitate, continue.

Students may play back the recorded material as often as they please, as long as the printed material is also re-read.

36. easily distracted, concentrate.

75. books, tapes, earphones, tape recorders

Third, the teacher should then tell the students that they will listen to the tapes, following in their books at exactly the same place which corresponds to the recorded voice.

114. Students may ___________ ___________ the recorded material as often as they please, as long as the printed material is also ___________.

37. A fifth characteristic is that this method permits students to become familiar with a wider variety of printed material than ordinarily would be provided for their instruction.

---

76. Students should be told to ___________ to the tapes, and ___________ in their texts at exactly the same place which corresponds to the recorded ___________.

---

115. play back, re-read.

38. Prime-O-Tec also allows a __________ __________ of printed material to be provided to the students.

77. listen, follow, voice.

116. Well, you've now completed the text. Congratulations! We hope that you've learned some valuable information. Continue on now and read the concluding pages of the text, and thank you for working so hard.

39. wider variety.

The Prime-O-Tec method can be used with materials such as pamphlets on community services or child care, or lessons in academic areas, such as math.

78. Fourth, the teacher should explain to the students that they may be asked questions about the reading material.

CONCLUSION

By providing the opportunity for students to listen to smooth reading patterns from recorded audio cassette tapes while they follow in printed texts, the teacher using the Prime-O-Tec method assists remedial readers in the effective union of seeing, hearing, and speaking modalities or senses. The result is better reading. This is Prime-O-Tec.

VAKT

The VAKT is a multi-sensory learning process which uses all of the senses through a Visual-Auditory-Tactile-Kinesthetic approach. The student is seeing (visual), hearing (auditory), feeling (tactile) the word at the same time while incorporating those senses with motor (kinesthetic) movements.

In essence, the method is very simple to use. The teacher writes a word on the blackboard for the student to trace. While the student is tracing, she names each letter or the sounds of the letters.

This method is particularly suited for A.B.E. teaching for three reasons:

1. The student has the opportunity to learn the word by using several modalities at the same time.

2. It requires little training on the part of volunteers, para-professionals and teachers.

3. It also requires no new materials and can be used to meet the student's immediate vocabulary needs.

There are three ways to use VAKT with your A.B.E. students. Depending on the student's needs, you may decide to use VAKT for any or all of the following:

1. phonetic analysis
2. retention of sight words
3. spelling

For Use in Developing Phonetic Analysis Skills:

1. On an unlined chalkboard, the teacher writes a word in cursive form. This should be done in large writing (six inches), at the eye level of the student.

2. The teacher then uses the chalk to trace the word. As she is tracing, she also says the sound of each letter. The word is pronounced at the beginning and end of the tracing process. Each sound must be said while it is being traced.

3. The student is then asked to repeat the procedure:

- say the word
- start tracing the word, saying each sound while it is being traced
- say the word after tracing all of the letters

The student may initially have difficulty remembering the sounds. The teacher may choose to say the sounds while the student is tracing.

For Retention of "Sight" Vocabulary :

Sight words are also known as the Dolch Basic Words. Most of these words cannot be phonetically analyzed. The student must remember them by "sight".

1. On an unlined chalkboard, the teacher writes the word in cursive form. This should be done in large writing (six inches), at the eye level of the student.

2. The teacher pronounces the word before tracing. She then commences tracing and "singing" out the word. The word is again pronounced in a normal manner after the tracing.

3. The student is asked to repeat the same process:

- say the word
- "sing" the word while tracing it
- say the word

For Development of Spelling Ability:

1. On a chalkboard, the teacher writes the word in large letters (six inches), at the eye level of the student.

2. The teacher says the word and then starts to trace each letter. The name of each letter is said as it is traced. The word is pronounced again after the tracing process is completed.

3. The student is asked to repeat the same process:

- say the word
- say the name of each letter while it is being traced
- say the word

For each of the three uses of VAKT it is the middle step which changes and thus determines the purpose for using this method. In phonetic analysis the sound of each letter is important. When learning sight words, the word as a unit is stressed. And finally, for spelling purposes the name of each letter is vocalized.

With each of the three uses, the student will trace the word several (approximately ten) times before she is asked to write the word from memory. Whenever the student cannot recall accurately, she simply repeats the same process.

This process is continued until the word has been established as part of the student's vocabulary. The learning process may be stretched out over several meetings. Learning has been established when the word can be recalled accurately for several consecutive days.

Variations:

1. A word may be written in magic marker on paper. The teacher and student use their fingers for tracing.

2. A word file may be kept as a record of those words the student would like to learn and those words the student has mastered.

3. Colored chalk or pencils may be used to distinguish the writing of the student from the teacher's.

4. The word may be traced in sand or on sandpaper. This greatly increases the tactile sense.

5. The student may write the word in the air after tracing it on the blackboard.

6. After working on the blackboard, the student turns around and closes her eyes to get a visual-memory picture of the word. She then says the word and then recalls tracing of it.

7. The student may trace the word repeatedly as quickly as possible. The speed helps to reinforce the learning process.

8. Weights may be tied to the student's wrist in order to accentuate the gross motor movements.

Caution:

1. Be sure there is a relaxed atmosphere. The student and teacher should be concentrating on the VAKT process.

2. Be sure to demonstrate the process before the student starts. This will help insure a positive start for this new experience.

3. Position the student so that his body is in the middle of the word. This insures that the left to right movement will be accentuated.

4. Watch carefully as the student traces the letters. Each letter should be formed in a appropriate manner. For example, the letter u should not look like an o and vice versa.

5. Do not isolate any part of the word by using just a part of it. The purpose of VAKT is to maintain the word as a whole. For example, do not pronounce just the d in dog.

6. Use of a chalkboard is preferred because it requires gross motor movements.

7. Unlined chalkboards should be used so that the student can focus on the VAKT process rather than getting each letter on the line.

PREFACE

The information contained in this booklet has been programmed according to approved teaching procedures. You should find the right amount of information for you to learn at your best rate of speed.

This text is presented in a linear approach. Read each frame carefully. Turn the page and read the statement which has a portion to be filled in. Write your answer in that blank, then turn the page to determine the correctness of your answer. If your answer is correct, turn the page and continue. If it is incorrect, go back to the frame which presents that portion of information and re-read it. Then, enter the correct answer where you made your mistake and continue.

Keep in mind that what you gain from this text will depend on your self-discipline. You are your own teacher. There will be no grade assigned to you for this work. If you simply skip pages to obtain correct answers, then you are defeating the purpose and style of this text - and you won't learn as much.

We are going to introduce you to the VAKT Method for remedial reading. It is a system by which the student is taught to read through use of several senses: visual, auditory, kinesthetic and tactile.

The following objectives describe what you should learn. Without reference or assistance you will be able to:

1. Describe the VAKT Method
2. Utilize the method in three ways:
    - phonetic analysis
    - retention of sight words
    - spelling

1. This text is designed to introduce you to the **VAKT** Method for remedial reading. VAKT stands for Visual - Auditory - Kinesthetic - Tactile.

---

22. aloud, sound, letter

---

43. If the student cannot accurately ____________ the ____________ of the word, the procedure should be ______________.

2. **VAKT stands for** __________ - __________ - __________ - ____________.

---

23. Third, the student is then asked to repeat this same procedure: saying the word, tracing the word and saying the sound of each letter, and pronouncing the word again after tracing all of the letters.

---

44. recall, spelling, repeated

This may be continued until the word becomes ______________ as part of the student's ______________.

3. Visual-Auditory-Kinesthetic-Tactile

Students involved in the utilization of this reading method are seeing (visual), hearing (auditory), feeling (tactile) the words at the same time and are reinforcing those senses with motor (kinesthetic) movements.

---

24. The student then repeats the procedure: ______________ the word, ____________ the word and saying the sound of each letter, and __________________ the word after the letters have been traced.

---

45. established, vocabulary

4. Hence, the student has the opportunity to learn a word by using several senses (modalities) at the same time.

---

25. saying, tracing, pronouncing

---

46. There are several notes of caution. First, be sure that there is a relaxed atmosphere. The student and teachers should both be concentrating on the VATK process.

5. VAKT allows the student to learn words by having him use several ______________ (_________) at the same time.

---

26. To teach sight retention of words, the procedure is basically the same. There is one slight difference in the second step of the procedure, as we shall delineate. First, on an unlined chalkboard, the teacher writes the word in cursive form. This should be done in large writing (six inches) at the eye level of the student.

---

47. First, there should be a __________ __________________.

6. Senses (modalities)

This method is particularly suited for Adult Basic Education teaching, because it requires little training on the part of volunteers, para-professionals and teachers.

---

27. For sight retention, the teacher first writes the word on an unlined chalkboard in ____________ ____________. This is to be done in large writing at the student's ________ ______________.

---

48. relaxed atmosphere

Second, be sure to demonstrate the saying - tracing process before the student starts. This will help insure a positive start for this new experience.

7. The VAKT method is particularly suited for ABE teaching because it requires ______________ ______________ on the part of volunteers, para-professionals and teachers.

---

28. cursive form, eye level

Second, the teacher pronounces the word and traces it. As the word is being traced, the teacher "sings" it out phonetically. Upon completion of the tracing the word is pronounced again normally. The difference in this procedure and the first is that during the tracing, the letters are not to be individually sounded phonetically. They should be joined in a continous phonetic sound, hence "singing".

---

49. Second, ______________ the process of saying -tracing.

8. little training

It also requires no new materials and can be used to meet students' immediate vocabulary needs.

---

29. The teacher pronounces the word and traces it. As it is traced, he __________ out the phonetic sounds of the letters in the word in a smooth, ______________ tone. After tracing, the word is _______________ again, normally.

---

50. demonstrate

Third, observe carefully as the student traces the letters. Each should be formed in an appropriate manner. For example, the letter u should not look like an o, and vice versa.

9. It also requires _________ ___________ _______________ and can be used to meet students' _____________ ______________ _____________.

---

30. sings, continuous, pronounced

Third the student is then asked to repeat the procedure: say the word, trace the word and "sing" it out phonetically, and then say the word again.

---

51. Third, ______________ carefully the letter tracing. Each letter should be formed in an ____________ manner.

10. no new materials, immediate vocabulary needs

---

31. The student repeats the procedure: ________ the word, ________ and ___________ the word phonetically, and ____________ the word again.

---

52. observe, appropriate

11. There are three main ways to use the VAKT method:

1. For phonetic analysis
2. For sight retention
3. For spelling

---

32. say, trace, "sing", say

Again the procedure is basically the same. Remember the difference lies in the second step of each procedure: Individual phonetic sounds versus a continous phonetic sound.

---

53. Fourth, do not isolate any portion of a word, by using just part of it. The purpose of each procedure is to maintain the word as a smooth unit. For example, do not pronounce only the d in dog.

12. The three ways in which VAKT can be used are

1. __________________________.
2. __________________________.
3. __________________________.

---

33. To teach spelling, the procedure again is basically the same, with a variation in the second step. First, the teacher writes the word in cursive form. This is to be done in large writing (six inches) at the eye level of the student.

---

54. Fourth, do not _______________ any portion of a word; the purpose of each procedure is to maintain the word as a smooth ____________.

13. 1. Phonetic analysis 2. Sight retention 3. Spelling

Phonetic analysis, sight retention, and spelling are the ____________ __________ in which VAKT may be used.

---

34. Second, the teacher says the word and traces it. In this procedure, however, the name of each letter is spoken, not its phonetic sound within the structure of the word. Upon completion the word is pronounced again.

---

55. isolate, unit

Fifth, utilization of the chalkboard is preferred, because it requires the student to use gross motor skills (significant hand-eye coordination).

14. three ways

Depending on student needs, any or all of the processes can be used.

---

35. The teacher ______________ the word and ______________ it.

---

56. Fifth, utilization of the ______________ is preferred, because it requires the student to use ______________ ___________ skills.

15. Let us now examine each of these processes.

---

36. says, traces

As the word is traced the __________ of each letter is spoken, not the ______________ sound of the letter in the structure of the word.

---

57. chalkboard, gross motor

Sixth, unlined writing surfaces are preferred, so that the student will focus on the VAKT process, rather than getting each letter on the line.

16. The phonetic analysis process is carried out in three steps. First, on an unlined chalkboard, the teacher writes a word in cursive form. This should be done with large writing (six inches) at the eye level of the student.

---

37. name, phonetic

---

58. Sixth, _______________ writing surfaces are preferred so that the student _______________ his attention on the process, and not on getting the letters on the __________.

17. First, the teacher writes a word in ____________ ______________ on an unlined chalkboard.

---

38. The student is then asked to repeat the procedure: say the word, name the letters, and say the word again.

---

59. unlined, focuses, line

Seventh, position the student so that his body is in the middle of the word so that he must write from left to right.

273

18. cursive form

This should be done with ______________________ at the __________ __________ of the student.

---

39. The student then repeats the procedure: __________ the word, ____________ the letters, and _____________ the word again.

---

60. Seventh, position the student so that his body is in the _____________ of the word so that he must write from ___________ to ____________.

19. large writing, eye level

---

40. say, name, say

After the student has traced the word several (approximately ten) times, he is asked to write the word from memory.

---

61. middle, left, right

To reiterate the cautions:

1. Be sure there is a relaxed atmosphere.
2. Demonstrate the procedure.
3. Observe carefully.
4. Do not isolate individual parts of words.
5. Use a chalkboard if possible.
6. Use an unlined writing surface.
7. Position the student so that his body is in the middle of the word.

20. Second, the teacher says the word aloud. He then uses the chalk to trace over the written word. As the word is traced, the teacher says the sound of each individual letter. The word is again pronounced at the end of its tracing.

---

41. After the student has repeated the procedure about ten times, he is asked to ____________ the word from ____________.

---

62. You've completed the text! Please turn the next page for additional supplemental information.

21. The teacher says the word _______________. He then uses a piece of chalk to trace over the written word, saying the ____________ of each ____________. The word is again pronounced at the end of its tracing.

Return to beginning page.

---

42. write, memory

If he cannot recall the spelling of the word accurately, the student should repeat the tracing of the word. This may be continued until the word becomes established as part of the student's vocabulary.

Return to beginning page.

There are several variations in the delivery technique for the VAKT method. One or more may apply to your situation. However, remember that the process described in the text is the preferred one, and should be utilized whenever possible.

Variations:

1. A word may be written in magic marker on paper. The teacher and student use their fingers for tracing.
2. A word file may be kept as a record of those words the student would like to learn and those words the student has mastered.
3. Colored chalk or pencils may be used to distinguish the writing of the student from the teacher's.
4. The word may be traced in sand or on sandpaper. This greatly increases the tactile sense.
5. The student may write the word in the air after tracing it on the blackboard.
6. After working on the blackboard, the student turns around and closes her eyes to get a visual-memory picture of the word. She then says the word and then recalls tracing of it.
7. The student may trace the word repeatedly as quickly as possible. The speed helps to reinforce the learning process.
8. Weights may be tied to the student's wrist in order to accentuate the gross motor movements.

This concludes the text for the VAKT Method and its variations.

A READING PROGRAM

FOR

ADULT BASIC EDUCATION

0-6 GRADE STUDENTS

Book 3 of three books in this program

LaVon Coate

Project Director

Developed by the staff of the Adult Basic Education Program
at Vincennes University
(A Community College)

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NOTEBOOK 3

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Diary of reader's own teaching experience with level 1 student.

DIARY OF BETH RIGG'S TEACHING EXPERIENCES

INTRODUCTION:

I have an undergraduate double major in English education and psychology, and a master's in school administration and supervision from the University of Illinois. Having been a junior high school English teacher for the five years before entering the teaching world of the learning disabled adult, I have had little prior experience which would relate directly to the LD student, on which to draw. I know virtually nothing about learning disabilities or the teaching of reading. But I do know that at the Adult Learning Center at Vincennes University, I will have the opportunity to learn teaching techniques which are known to be useful in LD remediation. I know that I will not be left entirely on my own in the teaching of the two adult students assigned to me.

I will meet with each of these students twice a week for 1½ hours per session. After each teaching session, I will record the activities and incidents, along with my perceptions. The compilation of these daily records will form the "diary," which follows.

Virginia E. Riggs

ABE Level I Diary November 1, 1976

Today marks the first test administration for the Slingerland Learning Disabilities test. And also my first glimpse at the inside pages of the test *and* the inside workings and non-workings of the learning disabled adult.

Charles came in today for the L.D. test, polite, eager to please. He already knows the other faculty and staff members and has a trust relationship established with the one who was to administer the test while I watched. So he proceeded with his tasks without added anxiety of a new teacher *and* a new test.

Charles is left-handed. The right side of his body does not function as well as the left, due to polio or some crippling defect. He is also an epileptic and is on heavy medication, which slows down his motor and thought processes.

His disabilities are some which I have recently heard or read about, some that LD teachers will recognize immediately.

During the course of the test, Charles did his best. He concentrated on each task, sometimes with his tongue between his lips and teeth like a small child who is learning to print for the first time. Or I *thought* this was all due to effort. However, I discovered after talking with the LD teacher who administered the test that Charles writing and printing has not yet reached the point of automaticity. Thus, the concentrated effort with each letter formed the hard pressing of the pencil into the paper and the childish, rounded, large, evenly-printed manuscript and cursive-written letters.

Sometimes, Charles' efforts cannot bridge the gap between the intended and the result-- a typical example of the LD student, so I'm told. With all his effort, he has trouble writing *on* the line. Sometimes his letters go *beneath* the line; sometimes when his pencil leaves the letter being formed, he cannot decide where to reposition the pencil in order to complete the letter. He may retrace half the letter, to make sure he attaches the last part *onto* the first part. (As he formed an "l" his pencil left the paper. The last one-third of the "l" was missing: ℓ. He started to position the pencil several places quite close to the right starting point, before finally completing the letter. I did not observe all this. It was pointed out to me later during the scoring of his test, by an LD "pro". I could then see all the little pencil marks on his paper, at the "l".)

Another spatial defect or deficiency is the incomplete closure of "d" and "a." The LD teacher working with me says this is because Charles can't tell whether these letters are closed or not, because they look the *same* to him.

Also, because often Charles can't perceive the difference between "b" and "d," he chooses reversals of these letters as being correct. With the word "daddy" given for him to match with the same word, he chose all four choices: baddy, cabby, babby, and daddy. Charles knew, however, that the other word pairs only had *one* correct answer, so he told the examiner that they all looked the same to him--at first--and that he knew he'd made another mistake.

When given the task of *hearing* numbers then circling the duplicate on the test page, Charles needed to say the number quickly to himself several times until he located the number on the page.

When Charles has to place the pencil on the floor then pick it up again, he has trouble judging where the edge of the table is and frequently bumps it while retrieving the pencil.

He has trouble either understanding or remembering directions. During the test, he wanted to pretend to understand, but he knew he could not work as he should-correctly - if he didn't get the directions clarified. So for Charles, as well as all ABE students, the instructions for each new task should be given as clearly and concisely as possible. The teacher should then ask the student to repeat the instructions back to the teacher to check his understanding before preceeding with the task.

Charles crosses "t's" from right to left most of the time. (The normal way is from left to right.) He repeats single words immediately after hearing them, in order to remember. He uses capital letters to begin words, even after being told to *duplicate* what he sees - and the cues are in small letters. It seems that he has either learned to *begin* (sentences) with capital letters and this habit carries over-and remains, except for the times when he caught himself-or he has learned the capital alphabet first and better, and this is the more automatic response.

Since many of these irregularities cannot be detected except by first-hand observation, the teacher must set up the testing or evaluation environment to insure that the student's handwriting can be observed *as he is taking the test*.

Also, the process will proceed much more smoothly if the student is seated at a table where he has ample room to write. Then, the student can be comfortable and the teacher can observe clearly.

The teacher's observations must not be hampered by his unfamiliarity with the test itself, which would necessitate constant referral back to the instruction manual to see what comes next and how to explain it. A working rapport with the student, partly based on the teacher's self-confidence in giving the test, is also quite important - and cannot evolve without teacher preparation. I am glad I did not have to administer the Slingerland LD test to Charles, as I had not had the time to become familiar with it.

When Charles completed the test and was ready to leave, his body had become stiff from having sat still for so long. But he was in good spirits as he limped toward the door. He remembered my name.

November 3

Charles sat today for two hours, working through the cognitive map survey. I think he took about twice the time that the other students needed to complete it.

Upon first hearing the instructions, Charles was unsure as to what to do. He appears to have trouble remembering a sequence of items, such as an instruction set. I worked with him on the first few cards of the survey, to assure him and me that he knew what to do. Then, I left him with instructions to place all cards he had any questions about off to the side, and that I would be back to check on him and answer questions.

Since Charles can't read well enough to read the cards without help, he used the Language Master to hear the statements. But Charles eagerness to progress through the huge stack of cards, or his inability to grasp the procedure of putting the cards through, prompted him to try to pull the cards through the machine too fast. Then other times he tried to hold the cards back, and make them go more slowly. Both these attempts at trying to gauge the voice to his needs resulted in sound distortion, and many times he needed to run the card through again for clarity. Charles never changed his procedure with the cards, so a lot of time was wasted and possibly some information was lost to him. At one point I asked him if he could understand the statement when he pulled the card through so fast. He managed to read part and remember the rest, and repeated the card information to me. He seemed to prefer his own "method," so I didn't try to make him change it.

Since this meeting was strictly for the cognitive Mapping Survey, when Charles was finished he was dismissed. He wanted to stay and chat, and wanted some information about his performance on the Slingerland LD test. He was promised this information in a week, after I had had a chance to go over his test carefully. I didn't, however, mention the word "test."

Now that he is gone, I wonder if the teacher should insist upon a certain procedure if it has been explained then mentioned again later, in form of correction. I have the feeling that some of the categories of the cognitive mapping test will not prove to be accurate evaluations when the results are tallied. Charles isn't sure what he thinks about some statements and seems to be inconsistent in responses. (I noticed this with the cards he had held back to ask questions about.) This may be due to his way of life, which is somewhat more isolated or narrow in experience than other adults his age. Or, it may be due to Charles insistence on pulling the survey cards through the Language Master too quickly or slowly, and his resulting confusion as to the statements on these cards.

November 15

I spent over two hours this morning preparing materials and a lesson plan for Charles. Among the things to be "covered" today were two parts of the Jordan test.

When Charles arrived, we began with the Jordan Auditory Screening Test. This test involves the discrimination of sounds, both beginning and ending. Two words that are either similiar or the same were pronounced clearly for Charles. He responded "same" or "different" to each word set, with all responses correct but one.

The other test was the Jordan Vision Screening Test, which checks binocular control for sustained reading and handwriting. In the convergence-at-near-point test, the target, a pencil, was held at nose level and out at the tip of Charles' fully-extended arm and palm. It was moved in to within four inches of his nose. I asked him if it remained unblurred and as a single object as it was moved inward. (The critical distance is from wrist to elbow.)

In the target-pursuit-at-near-point test, the target moved from left to right, from right to left, up and down, and side to side, I checked for blurring, double vision, disappearing of the target at certain spots, and faulty eye control resulting in jerky eye movements, squinting, eyes watering, or other problems with focus. Charles had no apparent problems with this part of the test.

When Charles read aloud the two pages (at his reading level) required for the third section of the test, I noticed that he repeated the last word of some lines several times, as well as the first word of other lines. He also read words into the sentences which did not appear. He always stopped and went back to correct himself, sometimes reading the same sentence incorrectly several times before correcting. It seemed to me that he could tell by listening to himself what sounded right and what did not. I couldn't help but wonder what word images were flashing in his mind when he made the errors. It did not appear that Charles' eyes lost focus, nor that they skipped across the page. Rather, his eyes seemed to follow the sentence smoothly, but the transfer from the eye movement to his vocalizing what he read had some kinks in it. (I wonder how he can understand any of what he has read, when he reads this way.)

The fourth section required Charles to copy reading material (at his own level) from the printed page onto lined paper. As he wrote, he tried to remember three or four words at a time in order not to have to glance at the text so often. (He told me this during our later discussion of what he had seen as he read and copied.) This attempt at saving time during Charles' copying presented a problem, though. He had trouble trying to both remember the word sequence and spell correctly. He stopped several times to erase. He answered that he had no problem in focusing his eyes where he wanted them, so it appears that Charles' difficulty is not with visual problems but with the transference of the information seen into the mind processing system.

With these two Jordan tests out of the way, it was time to share some of the information revealed by the cognitive mapping. I did not want to tell Charles about his preferred ways of learning, but to check my information with him for accuracy. As I proceeded with my discussion with him, I learned that he did not agree with some of the evaluation items. It took some time for exchange of information to take place - Charles' conversation is slowed by his medication for epilepsy - and by the time this process was over, our session had passed the hour-and-a-half mark.

The Slingerland test was then briefly discussed, for two reasons: first, for positive reinforcement of Charles' math performance; second, to point out a few consistent letter errors which we would begin working on today. Our session time should have been over, yet the thought of postponing the mini-lesson I had prepared after pointing out a reversal error to Charles seemed a poor way to end. So I proceeded with the lesson using the VAKT method, the incorporation of the four senses, visual, auditory, tactile, and kinesthetic. We worked on the letter "d."

Charles has a reversal problem with "d" and "b," and he consistently fails to close the two letters. While tracing the "d" I had made on the chalkboard, he closed the letter the first few times - then failed to close it thereafter.

He was a bit reluctant to sound the letter as he was tracing, so he compromised with a quick, quiet "d" sound rather than holding the sound throughout the letter tracing. I think Charles was embarassed that I had called attention to his error, and that the sound made in the VAKT process is so foreign to anything he has ever done before.

I can't tell for certain what he is thinking, but I am thinking that this session would have gone by faster had I written out a much simpler explanation of the cognitive mapping test. Charles' initial comprehension of what I told him about the test was almost nil, and my tendency to be wordy did not hasten his grasp. I found myself restating explanations three or four times before he understood. I had to finally relate everything I said to this room and this learning situation. "Well, if things that you smell, like paint, would bother your studying, when workmen come in here next month to remodel this room we'll move to another part of the building."

I don't feel as though Charles really understood why I was telling him anything about the cognitive mapping test. He was listening politely because he thought he should. He even said that he would do whatever I wanted him to do. After all, I am the teacher. This is Charles' point of view.

November 16

Art is left-handed, too. He is my other ABE Level I student, and I met him today. Because of illness, he was not able to be here last week when the other students joined the project.

After scurrying around to get things ready -- I had not gotten word that Art would be here today-- we settled down to work in the corner of the room that houses our only chalkboard.

The Slingerland Learning Disabilities Test did not take long to administer, even though today was the first time I had given it. The reason for this rapid completion was not due to my flawless administration, however, but because Art works very quickly - quite a contrast to my other student. He sat patiently as I struggled through the superfluous directions in the Slingerland manual, his keen eyes watching every move with friendly interest. (I had written out simplified directions for this test, but had misplaced them. Since I thought he was still in the hospital, my easy-to-follow directions remained buried under the fast-growing mountain of "stuff" on my desk.)

I really wasn't prepared, either, for Art's sharp observations and questions. But the fact that the adults in the Level I Project *are* adults, most with jobs and families, was made very clear to me as Art and I worked through the test series together. Not long after we began, he cautioned me to move the test manual out of his range of vision. He could see the answers upside down, he said. "You mean that you can read the answers four feet away *and* upside down and slanted sideways?" I querried.

"No, I can't *read* them. But I can tell by their placement on the page which is the correct answer for each question. Like the first answer is the last word in the line of words."

Adults have learned to compensate for their inability to read well. I heard this from an LD teacher a few weeks ago, and now the statement takes on new meaning.

So we proceeded with the test, and I, almost felt as if he were the teacher and I, the student. Well, he really is, in a sense. I learned a lot from him today.

November 18

After a conference with my supervision about my session with Charles, I have arrived at some strategies to use with this student. The most important one is to reinforce. And I will give responsibility to him in as many ways as I can, as he has had very little responsibility at home and doesn't know how to deal with it, nor how rewarding it can be.

When my supervisor and I discussed the student's need for reinforcement, I jotted down some statements which can be used as reinforcers, such as:

Many people can't do this task. It's
very difficult.
We really work well as a team.
You really did a good job!
Speak up. I know you have something
to say. (Charles mumbles.)

My supervisor also stressed that no matter how many reinforcers I managed to incorporate into the session, the last task I give the student to do before he leaves to go home should be one that he can do easily. The last experience must be positive.

November 16

I felt that I was well-prepared when Charles came in today. I was very familiar with the materials for our session in this case, the Jordan Written Screening Test—and I felt that I could give the test as if I had given it many times before. Perhaps partly due to my feeling of confidence, Charles enjoyed the session today even though the entire hour and a half was used for testing. He told another teacher afterwards that he felt good about it, but that the session before this one had caused him to wonder if he wanted to remain with the Level I Project.

Throughout the test, I noticed that Charles seemed to need to be told exactly what to do, and needed to clarify everything several times before proceeding with the task. He mentioned several times that he "should have" done a particular thing. It seems that he is used to making errors, and good-naturedly apologizing for them. He must think that there is only one right-way to do everything, and that to hit upon that way will be a lucky accident for him most of the time, unless he is following an authority figure's exact instructions.

When we had nearly completed the session, Charles appeared to know that he had done pretty well on most of the tasks. He even told me that he thought he had figured out which answers were correct and which ones weren't, because I had said "Mm" after some of his correct answers. After the session was over and I had had time to think, I realized that I should have allowed Charles to think he had figured me out. I could have answered, "Well, Charles, you've sure got me figured out." But when he offered his conclusion, I thought that he might have counted each answer wrong if I hadn't said "Mm". So I didn't let him go home with his initial conclusion. (I had intended for my occasional cues to be reinforcers for the continuance of the entire test and not to mark his correct responses to individual test items.) At any rate the test procedure went smoothly, and as Charles was leaving he told me that someday after he'd learned and learned, he'd probably be teaching me.

I wonder if Charles is the kind of person who cannot accept any negative information about himself? So far, he seems to be.

November 18

When Art completed the cognitive mapping, he shared many of his feelings about the ABE program. He included the way he had felt upon being switched around from teacher to teacher during his past year with the program. He said he knew that his illness and the different teachers' illness had had much to do with this switching around. But he still didn't feel good about it and said that he'd nearly quit coming to the Learning Center. He was quite relieved at learning that I would be working with him for at least the next nine months.

Art talked about his baby and his wife, and then his job. He explained to me how he happened to be a student in the ABE program. I decided to let him talk on, as I felt this was an important step in establishing a rapport with the adult student. This rapport now seems to be established with Art. I think he feels good about himself as a learner with me as his teacher.

November 29

What an eye-opener! I can hardly believe what transpired today. How does one deal with eight-year-old statements coming from an adult? I am so angry...!

I feel like another teacher and I were "set up." During the course of today's reading, Charles came across an Eskimo name that he couldn't pronounce. He asked me how to pronounce it. I had him break it into two syllables and pronounce each syllable, then put the two together. He did so, hesitating the whole time. Then I told him that's probably the way I'd say it, too. That I hadn't ever seen the name before, either.

Right after this, he asked another teacher who happened to be walking by what he thought it was. "You're an English teacher," Charles said.

The response was given, slightly different from the one we'd previously arrived at. "That's what I said at first, and then you said it the other way and I had to agree with you. You're the teacher," was the smug response made to me by this student.

It made no difference after this, that the other teacher suggested that people's names can be pronounced any way one wishes, and there's no "right" way. This student had "won," as far as he was concerned. I will be very careful from now on, to try to avoid being pitted against another teacher and then seeing Charles agree with the "winner"—that person probably being the one who has been here at the center the longest period of time.

We started today's session with the next book suggested by the reading program used here at the Adult Learning Center. This is the reading program in which Charles has been working. I spent a lot of time talking with him, just about what he had done in the reading series, if he ever took work home, if he ever wrote out the questions and answers, etc.. (This amount of time spent in conversation will not be used the same way in other sessions.)

Charles said the work in the reading book he'd just completed wasn't too hard and wasn't too easy. "Well, it was pretty easy, but I guess it wasn't too easy because I missed some questions." After having checked some of his past work that was tucked away in his file, I found that he misses a lot of questions, especially in comprehension. (About 60 per cent of his responses have been incorrect.)

I asked him to be sure to tell me how he feels about the work he will be doing, if it causes him frustration, anger, etc., or if he is upset or feels unclear about something.

This communication about wanting him to express his feelings reminded him of a few weeks ago when he told another teacher that he had been angry at me. Charles mumbled that he'd hoped she hadn't told me what he had told her. Then he proceeded to accuse me of having labled him an Arab and a Chinese. He hastily added that he was only kidding—but it was obvious that he had been deeply hurt when I had asked him to try to cross his t's from left to right, as that's the way we Americans read. I had explained that to get everything going in that direction would facilitate reading, but he took my suggestion as a personal insult.

When he left I wondered how I would ever broach anything the least bit negative with him, such as the fact that he missed 6 out of 10 reading comprehension questions on today's lesson. I don't think I will tell him about the number missed, but work with him to try to find out why he is missing so many items.

November 30

The interpretation of the cognitive map went much more smoothly for Art than it had for my first student. Art was genuinely interested in it, but hesitated to offer any conflicting ideas to what I said. He would say, "Well, now that's me, more or less, but don't change anything on your paper." He was very pleased when I discovered, with the help of the cognitive map, that he loves to play the devil's advocate in a discussion.

I'm finding that the adult students seem to listen to everything their teachers say, about them. The students hang onto each word, and carrying these words home with them. There, they take the words out to look at them, stroke them, then put them back away to retrieve later. So these words must be reinforcers. And it's amazing, what can keep someone motivated.

Art and I spent the rest of the session with the Jordan test. I, giving the test, and Art, getting more and more frustrated as the difficulty increased. During the section in which he was to write the words I said, his self-confidence slipped as he misspelled more and more words. Then, after I began the next part of the test, and Art was missing items he had done perfectly before, on the Slingerland test. So I stopped, erased the last three items he had incorrectly filled in, and told him we'd continue the next session. I knew he was still thinking about the previous test section, and was enough worried about it that it was affecting his performance on this test section.

My plan to continue with the test at a later date seemed O.K. with Art. He appears to be mature and a very easy-to-get-along-with guy. So this nice guy said good-bye, and told me he'd see me later.

December 1

After having thought about what to do with Charles and the poor-performance question set from last session, I decided that I would compromise with what I wanted to tell him. Because he still lives with a parent and has never lived away from his home, he really doesn't have the perspective of my other student. He has no job, no wife, no children. No successes in these adult areas. So, rather than run the risk of his feeling that he'd really done poorly on the story and questions—the "academic," which I view as Charles' main area of attaining work success at this time in his life—I explained that he'd done very well on the first part but perhaps had been in a hurry on the last few questions. I wanted him to take a little more time and go back through the story and answer the questions again, this time checking his responses with the text. I don't know how sound my theory is, of having an adult student re-do the same work. But I think it should work, once the student gets used to the idea of re-doing materials. It should be like learning to drive a car. One has to practice the same thing again and again, in order to be proficient at it.

I don't believe that Charles is the kind of person to whom I'd want to say, "Hey, you missed quite a few comprehension questions on the story you worked on. We need to find out if you're having a problem with comprehension in general, or if it was just that story on that day." At any rate, this session was taken up with the re-doing of the story and the pretest for entry into Step 6, the next level for the materials Charles has been working with. When I gave Charles the pre-test, I explained that I did not want to be "in his way," so I moved to a spot some 15 feet away. I was near but not watching him. He seemed happier that I wasn't right "under his nose."

Upon leaving, he informed me that he wouldn't be here next week. He will be back the following week, after making a trip out-of-state to visit an ailing relative.

December 2

My theory was right! Today Art missed none of the items he had missed two days ago when he was frustrated with the difficulty of the previous section of the test. We proceeded with the rest of the Jordan test, and I tried to ease his test-taking mind by keeping the session as informal as I dared—and still give the test. (I noticed that his cheeks and forehead became quite flushed when he thought he'd made a mistake, or when he experienced difficulty with an item.)

Art has a reading book that he had taken home to work in. He brought it for me to see, and asked the pronunciation of several proper names. I suggested that he write names and other words, the pronunciations of which unsure, on an index card. Then, I can go over the words and names with him. This will be another way of building his reading vocabulary.

Good session.

December 7

Today was a slow day. I still was not sure what to do, or when, as far as my student and the lesson were concerned. I needed to go over his last test, the Jordan, with him and I felt that a bit of review of past work skills would be helpful, too.

From the Jordan test I found that Art's phonics skills are what seem to be helping him the most in his reading. He sounds words out, repeats beginnings and endings, and in this way tries to figure out whole words. But he is unable to decipher the endings of many words, so the phonics skills will still be an important part of our sessions.

Art mentioned again that he feels insecure about his previous work—that is, he thinks since he's had three different teachers in nine months and has missed a few weeks of school because of illness, he needs to go back and review. He is an able student, and has "covered" a lot of material in the nine months he has attended the learning center. Perhaps a review of skills would be good. He should feel more confident after having reviewed, his knowledge set would have a more solid foundation, and I would get an even clearer picture of his areas of strength and weakness.

Today I asked Art to read the first two columns of the Dolch word list. He faltered on only one word in the first column, but stumbled on and mispronounced several words in the second. Then, each time he missed a word, his subsequent performance was weakened. I asked him to stop after the third or fourth mistake. His cheeks had grown hot with the errors made, and I felt that he needed to be relieved of this task which was upsetting him. I don't know how long Art will continue to be upset with himself when he falters on a task. But for now, I don't wish to push him when he is visibly frustrated and his performance is considerable imparied. Soon, I may have him continue as if nothing had happened, and hope that he will regain control by himself. I'll wait and see....

I spent the rest of the session going over the materials Art has been working with. I asked him to make a list of every word he encounters in his reading, with which he has difficulty. (He has a book of short stories that he reads at home. He attempts to read at least one story between school sessions, and always brings the book to show me what was most recently read.) He agreed to make the word lists.

When Art brings the word lists from the short stories or other outside reading, I plan to make flash cards. This way, he will have the opportunity to become familiar with them and to increase his reading skill. As long as Art cooperates, this flash card idea can be a part of each lesson.

December 9

Art came in today with his list of words taken from his short story book. He is very fair about the words he writes down. By the time he and the words get to the learning center, he has them figured out. But he knows that if he does not practice reading these words, he will have to stop to figure them out each time he sees them in later reading, thus interrupting himself then.

I asked him what stories he had read, went over his word-list words, and then proceeded with the lesson I had planned. I mentioned to Art that I wanted him to try to cross his t's from left to right, as that is the way the eyes move when we read. "This is another subtle way of training the mind to read faster," I told him. It programs the eyes and mind to work together to move across the printed page faster. I told him that handwriting is a form of mind writing, and he listened with interest.

When he did some writing later in the session, he remembered to cross the t's as we had planned. He is sharp. His memory is very good. Like the proverbial elephant.

This session included a review of words from the Jordan test which Art had problems with, either reading or determining beginning or ending sounds of. I asked him to take a ten-word list home to learn as spelling words. He agreed to this plan, so I gave him ten of the Jordan test words to study. During the next session, he will have a spelling test and will see these words on flash cards. I plan to continue to give spelling words as long as the results are successful. Art is quite concerned about his poor spelling, so this concern can be strong motivating factor on his part.

Art finished this session by listening to a story on a cassette tape and reading this story from an accompanying story card in unison with the recorded voice. He then answered printed questions about the story, without missing any. This reading in unison with the recorded voice has been called the Prime-O-Tec reading method by W.C. Jordan. The Reading Attainment Kit, source of the cassette lesson, doesn't require the student to read orally. However, the Prime-O-Tec, which combines the seeing, hearing, and speaking modalities or senses, had proven to be an effective method of reading instruction. So we at the Vincennes University Adult Learning Center have added the Prime-O-Tec's dimension of speaking to the materials here which lend themselves to its use.

To me, this session seemed to last only half as long as the clock confirmed. I hope it seemed the same to Art.

December 14

The spelling test was the first item on today's agenda. After I asked Art if he had had time to look at the spelling list, I gave him the spelling test. He missed none. He was prety proud of himself. Art's seemingly effortless spelling performance confirmed my decision to continue to give him spelling words. It will be interesting to see how many words he can retain for a longer period of time. Since Art has not had spelling as a part of his school work before, I feel that it needs to be included now, as long as he feels comfortable with it. He appears to be very able student-one with minimum learning disabilities and maxium motivation.

Art read the third column from the Dolch Word list, again missing three words. These three words will be added to his flashcard set. Since the next session will be our last until January, I think I will give him the first three columns from the Dolch Word List as spelling words. He wants to be challenged and he needs to know how to spell these words, so challenged he will be!

We reviewed the flashcards, to which I had added the problem words he brought from his outside reading. He does well with these flashcards. Soon, he will be able to spell all these words too.

Art wanted to review phonics in the form of The Mechanics of Spelling book, which he had already partially completed. I gave him the first lesson to re-do as review. He had no difficulty with it.

The most interesting and important thing that happened during today's session was Art's oral reading. When I introduced the reading book (text) he would be working with for this level in the reading program, Step 6, he immediately began to read the first story aloud. I had not asked him to do this, but since he had started I did not stop him. I wanted to see what he would do—and how well.

The oral reading provided insight into some of Art's reading problems. As he stumbled along in this instructional level text, I watched him get mad at himself for reading so slowly. I listened to him mispronounce word after word. He has a reading pattern that often includes his combining the first half of one word with the last half of the next word, or the word next to that. Example: "north toward him," became "northward."

Another problem area is the tendancy to call an unknown word anything, just to get past it to the next word. Also words which include letters l,ll, or other consonants preceeded by u are misread.

I have concluded from this oral reading session that Art needs to be reading much more than he has been, at a level no higher than his instructional level. (He has been reading materials aloud with a teacher, but at a sixth-grade level rather than third -grade, which is his instructional level. He doesn't know enough words to decipher the material at the higher level.)

December 15

Charles didn't come in today for our session. I saw him in another part of the Adult Learning Center yesterday, but didn't get a chance to speak to him as he was busy working with another teacher. He didn't call to say he wouldn't be here today. He just didn't show up. I don't know if his absense is significant or not. Perhaps I'll learn the reason for his not being here the next time I see him.

December 16

Today's session started without me. I had a doctor's appointment, and was a few minutes late in returning to the Learning Center. However, my student was fifteen minutes early in arriving.

I had everything ready for this session, with a note written to Art explaining that I might return after he had arrived here. His first task was explained on the note, and he had this completed when I greeted him.

The spelling test was next. He aced it. Then, I gave Art the first three columns of the Dolch word list to study over the Christmas vacation. After this, the flashcards. Today he missed some words which he had recognized immediately during our last session. Strange—yet, from what I'm learning about learning disabilities, this is common for an LD student.

The rest of the session was filled with the sound of two voices reading together—mine and Art's—in the Neurological Impress Method. Art reads better when reading with someone else; his own reading pattern is hesitant and choppy. This unison reading was fun, and a nice way to end this last session before the Christmas holidays.

As Art headed for the door he was loaded with "goodies" —not the Santa Clause type goodies, but those which will help him improve his reading skills. He had a phonics book, a book of short stories, his spelling list, and the text for Step 6, Two Blades of Grass, a Kaleidoscope Reader. All of this, but with the admonishment not to push through the materials if he does not want to. Our purpose as ABE teachers is to challenge, not to threaten or fatigue these adults who have chosen to re-enter the academic world.

January 3, 1977

Today was to be used to review vowel sounds, to use the Reading Attainment Kit, to review the entry test into Step 6, the level Charles is now placed in, and to talk about outside work in the text used for Step 6, Two Blades of Grass.

We reviewed phonics, the outside work, and completed one lesson the Reading Attainment Kit. We talked about the Christmas vacation, Charles' new sweater, his trip to Michigan, and how cold it is in this room.

Thinking that the vowel sound review would take little time, I began the review. I found, to my dismay, that Charles could not name one vowel. He answered "V" when asked if he remembered any vowels. I started him off, then, with the "a-e-i," thinking he would remember the rest of the series. He didn't. I finished for him, wrote the vowels on a piece of paper and we reviewed— paper in his hand.

Not to be daunted I pushed on. We started counting vowel sounds in one and two syllable words. Charles could not, even with my cues of tapping once on the table for one vowel sound and twice for two vowel sound, distinguish the difference for 20 minutes. He must have a mental picture of the word, and is counting vowels in the word, not vowel sound. I tried to distinguish for him the difference between vowels and vowel sounds. But I'm afraid there was too much for him to attend to. I don't know how I would present his lesson if I had it to do over again, but I don't think I'd do it the same way. I believe Charles needed to review vowels first, then on a different day review vowel sounds. Then review syllables, with the rule where there are two syllables. There will be two vowel sounds. Maybe that would be stretching things out too much. I don't know.

Finally, Charles grasped what was needed. He completed the rest of the exercise, missing none. Perspiration stood in tiny droplets above his eye brows, but he was jubilant. Almost an hour gone.

The Reading Attainment Kit was next. Unfortunately, I assumed that since Charles had already worked through five series of lessons, he knew how to read the questions and answer them. But again, I assumed too much. He hasn't seen one of these lessons in nearly three months, and became confused with the question answering. He tried to take all the answers either from the text or from word definitions included on a card. But some of the answers were to be taken from examples given in each question set. So over one-half of the items were missed.

Even questions easily answered from information included in the text were missed. All these incorrect responses took Charles over 30 minutes to complete.

Whatever supplementary materials I can find which deal with "getting the main idea," I must use with Charles. I don't know if there will be measurable progress after we work togehter on these kinds of skills, but I am more sure that there will be none if we don't.

This student needs all things arranged for him. Too much information at once confuses him. He tends to forget what to do with his work. He lost his answer sheet for the material he took home. As sweet as he usually is, he presents much more of a challenge than all of the junior high and high school students I have dealt with in the past.

January 4, 1977

Good news and not-so-good news from this student Art, at our first session of the new year. I was surprised that he had completed 20 short stories in the book he uses for outside reading. (He had finished it, and asked for books about American history to read at home!) However, Art had not prepared himself for the spelling test he was to have today. I took the spelling list from him, cut it in half, handed back the first half, and told him to know those words for the next session.

We reviewed his outside reading next, and went over the word list he had made from the stories. The words he had had difficulty with will be put on flash cards for review each session. We reviewed the fast-growing stack of flash cards accumulated from previous sessions, and I gave Art half the stack to take home and study.

I checked Art's phonics work (from a work book), and found that he had omitted some of the items. He is to finish these, also. Art is weak in the phonics area, so I will find supplementary work for him to do. He dislikes phonics-probably because it is difficult for him-but it is the key to his reading, so it is very important that he learn this well.

Maybe we can settle down into a constructive routine with a heavy emphasis on phonics, for the first month or so this year.

303

January 20, 1977

It has snowed and snowed and frozen almost all of Vincennes these past two weeks. With temperatures dropping to record lows, cars not wanting to start—and those that did, sliding between telephone poles and sidewalks—there have been no adult students here at the Learning Center for the duration of the bad weather. Until today.

Art came in for about 30 minutes, after collecting his car from the auto shop where it had been repaired for the third time since the onset of the 16 below zero weather. His wife was with him, so the lesson was abandoned. I took what work he had completed, gave him a history book which he had requested for outside reading, reviewed flash cards, and sent him on his way. (The history book will most likely be too difficult for him to read, so I'll have to scout around to find one which is written at his instructional level.)

When the weather improves and Art can come regularly again, we will work with letter sounds, with VAKT. He has difficulty with "ou, ow, ind," plus a few other groupings. I'm anxious to get started again.

January 24

Finally, the spelling test for the first 32 Dolch words was given. Art missed only two words so, he was pretty pleased with himself. He will be responsible for the next 32 words at our next session.

The two incorrectly spelled words made for a good starting place with the VAKT method. The words were gone over about ten times each, and appeared to be firmly established in Art's mind when we finished.

Vocabulary flash cards. The cards missed were pulled out of the stack, set aside for later review. Of those, three had the "ou" letter grouping. The two which carried the same sound—ouch and aloud—were also reviewed with the VAKT method. It seemed to help Art see and hear the letters represent the sounds which made those particular words.

After I collected Art's homework, the lessons completed in the reading text, we read the next story using the Neurological Impress method. Unfortunately, the story was cleverly written and quite humorous, and we could not keep ourselves from bursting out laughing.

Aside from our occasional guffaws, though, the story was completed. Art's reading became more and more smooth, the longer we read. These methods we're using seem to really benefit the student.

I gave Art his text, then, to take home and to answer the questions following the next story. He gave me the history books, which proved too difficult for him to read. Now, to find history books written at fourth grade level....

January 28, 1977

Art missed one word on the second-column-of-the-Dolch-list spelling test. That word we reviewed with the VAKT method. Then several other words, each containing the "ou" dipthong, were also reviewed by the same process. Art seems to be able to read the words without getting confused as to the middle sound, after using VAKT. Next week, after reviewing the same words again, I'll be able to make a better evaluation as to the short term efficiency of the VAKT with this student (I know that when working with learning disabled adults, several approaches to remediation should be used.)

Flashcards. The ones which did not elicit an automatic response immediately were set aside for Art to take home, and to use the VAKT method with. (He will use a large sheet of paper to take the place of the chalkboard.) Art's performance with the flashcards was the best yet.

After the flashcards, we read a story using the Neurological Impress Method. Then, Art was reminded of his wife's having laughed at him when he was at home, working on the VAKT. He indicated that he gets this kind of reaction often. I had mentioned the possiblity of his wife helping him with the Neurological Impress. Her reaction was, "Why should I do that?" Between the questioning and the laughing, I'm not sure how serious his efforts can be, at home.

We finished the session with the Reading Attainment Kit. Art always does quite well with this.

February 1

When Art came in early, as usual, I decided to ask him to review the spelling of the third column of the Dolch word list. Then at our scheduled meeting time, I began our session with a spelling test over that Dolch column. Despite his protests of not having had enough time to study, Art did not misspell any words. However, he mispronounced three out of 32 when I asked him to read them to me from the list. Those three words will be put onto flashcards.

Art is getting nearly all of the 75 flashcard words correct as we review them. I will add words for next session that contain the "ow" or "ou" combination, as he had difficulty with these sounds. His learning disability shows as he tries to read words. He cannot read an entire sentence without miscalling at least one word. He is sharp enough to grasp the meaning of what he reads even though he misses words within the reading, but he is still reading at a second grade reading level. With more difficult words than house, mouse, and cow, there would likely be some comprehension loss too.

After a review of some words with the "ow" or "ou" letter combination, we read a story using the Neurological Impress method. Then, the Reading Attainment Kit, Brown series. Art missed one item on the skill card, but as usual, none on the comprehension.

Since the meeting time for my other student has been changed and rescheduled to 3:00 P.M. Tuesdays and Thursdays, I have to usher Art out promptly at 3:00 now, and greet Charles.

Charles hadn't come in since Christmas, until today. He and his mother live in a small town 15 miles away, and the roads have been snow-packed and unsafe for his mother to drive on. He expressed relief at being able to get out of the house and into town again.

Since our last session seemed confusing to Charles, I had decided to gear down even more; I tried to speak slowly, and the lesson dragged on at a snail's pace. I did not want Charles to become harried, and—he didn't. He missed two items out of 20 when working with the Reading Attainment Kit. Last time, he missed 12 out of 20.

Charles seems to typify the LD adult in that his performance is severely impaired when he becomes flustered or upset.

Our entire hour and one-half session was spent working on one Reading Att. Kit lesson, and the explanation of the directions preceeding a question set in the text, Two Blades of Grass. Ah, patience.....

February 3

To have one student who appears to have minimal learning disabilities followed by another student who has more difficulties requires an instant change of pace for me. And its hard to gear down so much, so quickly. The sessions with Art always go at a rapid rate—click, click, click. Then, Charles needs very simple, repetitive instructions, uncluttered by any extraneous information. Then, examples. Orderly examples. Then reinforcement. I guess he is like the LD adult (and all the rest of us, too), in that he needs to feel like he is clever. When he has a good understanding of what he is to do, he really feels great. But it takes so long for him to arrive at this understanding.

Today I spent one hour with the review of number of syllables and vowel sounds and vowels seen. When we finished, he had ten out of twelve correct responses in determining the number of syllables in either one or two-syllable words. When I see him again, we will review the same thing, because I don't think he will remember what a syllable is, or that for each syllable, there is one vowel sound.

Charles is able to read the materials given to him at this level, and was initially insulted at my suggestion that we read the next selection in the text using the Neurological Impress method. He let me know that he "could read it alone, thank you." Then, I explained that I knew he could, else I would not have given the book to him in the first place, but that the oral unison reading is to promote smoothness of reading.

Since this man is almost 35, it is quite important that he gain success in these scholastic efforts. I hope that I can help him in this, while keeping a realistic foot on the ground at the same time.

Art's session was routine: spelling, none missed; flashcards, several wrong; VAKT; Neurological Impress; and materials to take home. Interspersed among these tasks was conversation about communist power, God, and galaxies. Art doesn't let me forget that he is a thinking person.

February 8, 1977

Again, Art's quick mind nearly bridged the gap between his abilities and disabilities. He needs specific remediation directed by a teacher, but in areas where his disabilities aren't manifest, he shines.

He missed no words when he spelled the fifth column of the Dolch word list. He could not pronounce several of these words, though. One was an "ow" word which had a long o sound. We used the VAKT method with the mispronounced words, reviewed other words with the "ou" or "ow" sound, then reviewed the same words with flashcards.

In the Specific Skills series, the Getting the Main Idea is listed to go along with Step 6 of our reading program. Art apparently has no problem with comprehension. He misses none of these exercises.

I found a different kind of book for him to read as outside reading. It's not history, but history-related. Legends and folktales. The book was well-received. Art will again list the words he doesn't know and cannot figure out.

Then we read aloud, using the Neurological Impress method with a reader called City Living. The book is written like the elementary readers, repeating each "new" word which is introduced at least three times per page. We repeated each paragraph at least three times, until Art could read smoothly. (This repetition is not in keeping with the N.I. method, which recommends that material not be repeated. But I am trying this to see if Art can look to see what the words really are, and hear himself say them smoothly in a sentence.)

I wonder if this will help Art read better...

After gearing up for Art, it's gear down for Charles. We spent about 30 minutes going over the lesson Charles worked at home. He didn't catch the main idea of the paragraphs, nor did he understand the e rules for the sound of the letter "e". He was able to apply the rule for e as a single syllable, but couldn't transfer and apply the other rule—e as in red, followed by a consonant.

Whatever we work on, comprehension is going to be a major focal point. Charles' easy-going personality hides a confused but willing mind which needs overlearning. With the Reading Attainment Kit, the main idea of separate paragraphs was missed 4 out of 10 times. It's going to take some concentrated effort to both help Charles see what he needs to see in his reading, and build up his confidence.

February 11

We began today by reviewing vowels, vowel sounds, and syllables. Most of the time, Charles can discriminate between number of syllables—one, or two. But he misses enough obvious cues that I think we need to review this each meeting. Our review today lasted 20 minutes.

I had asked Charles to bring in a news paper clipping, which he did. We read it aloud, Charles stumbling over every other word. We went back and talked about the meanings of some of the words. He repeated what I had said about word meaning for each word murmered, "I thought it meant something like..." His short term memory storage was serving no purpose except to help Charles try to impress me with knowledge which he does not have.

After checking to make sure Charles knew I wanted him to try to read the newspaper at home—sports page, or whatever interests him—we worked a unit (page) in the Specific Skills Series, *Getting the Main Idea*. I must work *with* Charles because he misses the main idea so much of the time. He looks for a word in the answer set which he has just read in the text and when he finds it, he takes the easiest way out. Chooses that answer without going through the thought process of sorting out other information which would yield the main idea. So I force him to really think about what he has read, and try to decide what most of the information is about.

Art was sort of "strung out" when he arrived, and said that if he hadn't had class today he wouldn't have gone to work, and if he hadn't had to go to work, he would not have come to class. Somehow, I was able to capitalize on his frantic word and reinforce the things he did today to the point that his final reading was the best ever! He missed no spelling words but had to write a few of them twice to see what looked right, upon my suggestion. I told him that the more he reads, the more familiar he will become (subconsciously) with the way a word should look. If he writes two different spellings of it, he will be able to choose the right one. It worked.

He had little idea how a few of the spelling words (Dolch list) were pronounced, so we used VAKT again. Then flashcards were reviewed.

Art had taken a book of legends and folktales home to read, but told me that trying to get through the introduction was so frustrating, he couldn't begin to read the first story. His wife had helped him with some words he didn't know, and she had become interested in the book, too. We reread the introduction aloud, I explained that he should guess at word meaning through sentence context clues if he had no one to help him. If reading is interesting, then motivation to continue, and to concentrate, is much greater. But I told Art that the first choice for now would be for his wife to read aloud with him (the Neurological Impress method) until he gets well under way with the book. I think it will work.

Art's reading with the N.I. method was perfect—that is, after 3 or 4 repetitions. (Repetition of materials is not advocated in the N.I. method, but I decided to try it anyway, to see if Art could get the kinks out of his oral reading.) When he left, his eyes were shining and he said he hated to leave. He wished that I didn't have another student coming in. I hope that what seemed like a breakthrough today really was, and that he goes full steam ahead from now on. He has held himself back for awhile, due to family concerns, weather, and insecurity. Maybe now....

February 15

Art aced another spelling test, again after having had to write a few of the words two different ways and choose the one that looked right. And again, he could not pronounce some of these words. He has trouble with the "w" sound, and tries to make it "wh." Thus, "went" becomes "whent"—but doesn't look right to him when he writes it. The words he missed were given to him to write at home, using VAKT.

We reviewed the flashcards, and most were recognized immediately. The flashcard stack of index cards is about an inch high now.

Art brought in the newspaper clipping that I had asked for, so we read that using the N.I. method. (He had gone over it before he arrived here, so he knew what it was about.)

Then, we continued with the N.I. method for the rest of the session, reading from the book I had given him for outside reading. He did well after having read two pages. I believe it was at that point that he stopped thinking so much about *what* he was doing. He was just doing it—reading. Hurrah!

The session with Charles, even laced with his irritating, exasperating LD problems *and* personality traits that are difficult to deal with, went well. I am pleased that we were able to complete each task that I had planned, and so was he.

We reviewed vowels, syllables, and vowels seen and heard. We worked a page in the *Phonics We Use* Book C, which dealt with the same thing. We reviewed the text lesson, which also included vowel sounds and syllables. Then, we read, using the N.I. method. Charles doesn't like this. He feels that he can read "by himself." I think he feels, too, that I am reading aloud with him to make sure he reads it. He seems insulted that he must "go through" this. He knows *many* words and can indeed read alone. But his reading is so choppy, hesitant, that he needs to get a smoothness into the reading. It still isn't clear to him, why we're doing this. I must make it a point to explain it to him more fully.

Charles has an attitude problem—one of defensiveness—which really shows when he thinks he's got a chance to look better than usual. He needs to feel superior. He doesn't like to be the student. He'd love to be the teacher. I think he sees the teacher as the giver of knowledge. He needs another kind of reinforcement, so he can feel better about himself. He needs to have a job.

Charles has a habit of watching for anything he can grasp that looks like an error or a slip-up on my part. When he can't find any, he will invent one. When I explain whatever it is, he'll try to say that I am a little bit wrong and he is a little bit wrong. This way, he attempts to bring me to his "level." Then he seems smug. It's easier sometimes to let him think he has won, than to go through the explanation which proves he hasn't. I haven't decided what to do about this. I don't feel that Charles should continue to think that his way of making himself feel superior is a good one, or even one that is acceptable. On the other hand, I don't *need* to win. He does.

February 18

I am starting to push Art now, to practice reading as much as possible. I gave him an Indiana State history book from the local public schools, fourth grade, to take home and read. I told him to read the newspaper—with his wife if he couldn't read it by himself. I told him how well he's doing, and that I want him to go full steam ahead now. We're doing quite a bit of reading aloud both from newspaper and from various books. I hope all forces combine to produce the desired result—automatic reading.

February 22

I had asked Art to bring his wife in soon, so we could go over the N.I. method together. I want her to help Art with his reading, since she is willing. When she reads aloud with Art at home, he will be reinforced as he follows her smooth reading pattern. He will not have to depend upon his own faulty, hesitant reading, but will be able to read slowly and smoothly as he reads in unison with her.

When she came in today, she had dressed up for the occasion, and she and Art were 25 minutes early. I gave Art a spelling list to look over, and left them to review it until our session was to begin.

Art missed only one spelling word. We reviewed this word, using VAKT. Flashcards were next on the agenda, but about halfway through the stack Art appeared to be quite nervous. His cheeks flushed, and his face seemed to have a life-or-death look as he barked out the words he was reading from the cards. Having experienced this same feeling myself at times, I decided to interrupt his train of thought (which ordinarily would not be done—it is especially distracting to an LD student), in order to ease him in the situation of having to respond in front of his wife. I asked his wife where the baby was. After this interruption, Art seemed to regain his composure.

We then reviewed a newspaper article using the N.I. method. I think this newspaper reading affords the adult student a means by which he can know what stories the paper carries, the content of the stories, and opportunity to see and review words we would not ordinarily cover. It lets him "in" on one area of the adult world that he had been excluded from, heretofore.

Another selection was read using the N.I. method and as we read, I stopped intermittently and explained what I was doing, and why. Apparently, Art's wife had no questions about the method—but she refused to practice it with him while she was here today. She, as well as some of the other spouses of our LD students, seem quite impatient to see their husbands or wives reading smoothly and at an adult level. They don't seem to realize that the gains made here are much greater than these people have ever made before, and that a 2-4 year reading gain made in 6 to 9 months is quite an accomplishment.

Art's wife also appeared to enjoy watching me and seeing me make a mistake in our reading. She commented on this as she was leaving. "No, it didn't seem to drag on, at all. I really enjoyed being here, and sorta' got a chuckle out of watching you make a mistake." I suppose this made her feel a little more important—perhaps superior to both Art and me, at that moment. I wonder how she will view herself and Art, as he reads better and better.

Perhaps she will help Art with his reading, and thus gain a feeling of importance. However, if she ignores what I said and persists in stopping to criticize him in her exasperated way, she'll do more damage than good. The LD student is usually very aware of—and sensitive to—his inability to read smoothly. He is concerned enough without additional attention called to this problem.

Charles reviewed syllables, vowel sounds, and number of vowels seen in words again. After some review, he grasped the concept (again), and made no more errors. Then, we reviewed the Specific Skills Series, Getting the Main Idea. Charles still doesn't get the main idea. I've tried to show him the key words to look for in the questions, and it takes about 15 minutes each session for him to tune in to what he's supposed to be doing. Then, he gets about 80% correct in comprehension items. He still wants to grasp at straws. Jump to conclusions, without going through th thought process. He appears to think he's gotten through life, faking it. When he guesses correctly, he takes proud credit. When he guesses incorrectly, he says, "oh, I should have known."

February 24, 1977

Charles continues to miss about 20% of comprehension question. I now require him to analyze each answer he chooses in the Specific Skills Series, and not only tell me why he chose that answer, but why he did not choose the others. I can't really tell if he knows what's wrong when he makes a mistake, or not, unless we go through this process with each item.

Charles has so many distractions going on within himself, that it's hard to know just where he is. He was in the middle of a lesson today when he began to cough. He coughed to the point of nearly choking. When the coughing had subsided he explained that as we were reading orally, he had known he needed to swallow—that the "spit was collecting" in the side of his mouth. But he had decided to wait to swallow until the end of the sentence. Then, it was too late. He'd gotten choked.

Had he not choked, I would not have known anything about all this thinking and planning as to when to swallow. Cognitive overload. (When Charles does not swallow often, he sometimes drools.) We will continue to work on improving his oral reading, and I will be more aware of some of the things that go through his mind during this reading.

In spite of everything, this was one of Charles' best days. He can't remember very much at all, from one meeting to the next. But I am learning how to review with him. Everything must be reviewed and explained each session—and with delicacy, so as not to cause him to feel "dumb".

I can tell by looking at his face whether or not Charles will have a good day. If he looks O.K , then we can review less, accomplish more.

We're reviewing the front page of the newspaper today. Charles really can't remember but 2 of 7 names for front-page items, such as headlines, dateline, cut, cutline, but I'm trying to do just a little more than have him read the stories, to give him the satisfaction of knowing a little more about the newspaper.

The same tactic holds for Art. I'm telling him a little about the newspaper, before we read some articles aloud, using the N.I. method.

Art's spelling continues to be excellent. His pronunciation continues to be hesitant and sometime faulty, but it's getting better.

I'm ready to really push Art now, as I believe he can handle a lot of work. He has done well with the "ou" and "ow" sounds. He has done VAKT with many of the words that include those sounds. He has them on flash cards, and also as spelling words. I guess I'm teaching these kinds of words as sight words.

Any way, we press ahead. This is a responsive student.

March 1, 1977

Art spent a lot of time talking today so our routine was not completely followed. Our focus was on reading aloud. We both feel that we're rounding the curve, heading toward a home stretch of sorts. Art's pronunciations of the "ou" and "ow" words is now flawless. His oral reading is becoming smoother. His performance with the ever-mounting stack of flashcards is good. The lack of automaticity in word recognition is lessening. Drill. Encourage. With this student, it works pretty well. With Charles it does not.

Charles thrives on praise and encouragement, yet these things coupled with review, etc., don't seem to help his understanding as much. He does not retain information very long, so that when he reviews a particular skill one day, like syllables and numbers of vowel sounds, he will not remember what he learned by the next session.

Today we re-reviewed syllables—for maybe the fifth time. Then, he was to divide the two-syllable words into two syllables orally. Yet when he wrote all the words down on paper and attempted to divide them both the one and two-syllable words—the one-syllable words were each divided in the middle!

Next, after correcting all of those errors, he was to use a vowel rule to divide two-syllable words. Long first vowel, and the middle consonant goes on the second syllable. Short vowel, and consonant goes on first syllable. Well, we went over this and went over it. I thought it was clear to Charles. So—the task. And—he divided every word, using the short vowel rule and putting the middle consonant out of the first syllable. Great. So—we corrected again. He said he had misunderstood me. I realized that he really didn't understand.

Again, we worked in the Specific Skills Series, Getting the Main Idea. By now, he gets from 70-80% accuracy at best, and much lower at worst. I continue to ask him to tell me not only what the correct answer is, but why he chose it, and why the other answer choices are incorrect. He does better when we work through the lesson this way.

Since Charles seems to be so severely handicapped in his learning. I think I will focus on things which deal with comprehension more than the more isolated skills like rules for division of words. Also, I feel that I need to listen to Charles to hear why he feels he needs to catch me in a mistake. He made a big production of it at noon today (not a scheduled session), but was chagrined when he was proven to have made the mistake himself. I asked him if it made him feel really good when he catched others in mistakes, and he answered yes. Then, he said that his mother was always telling him that he is slow. He said, "I guess you think the same thing."

This student has started driving the other teachers here to distraction. He bothers. He stutters out one sentence in five minutes. He questions. He jokes. He needs.

March 3, 1977

I have started making flashcards with words from newspaper articles Art brings in. These words are those he will find on the front page of newspapers from now on. Rebate. Congress. Authority, virtually, administration, income, and so on. I don't know how this will work, as many of the words are three and four-syllable ones. But I'm going to push it, as well as the oral reading. Art made 100% on the last spelling test I had prepared from the previous flashcards. For the rest of the session, we worked with the newspaper article, vocabulary from them, and N.I.

Charles' session was spent mainly with review of long and short vowel sounds. To get Charles to the point of being able to make the distinction took almost an hour. Then, we used the long and short vowel discrimination to divide two-syllable words. Neurological Impress with a newspaper article followed, with Charles' voice following mine—the whole time, he trailed behind. When I slowed down even more. When I sped up, he did too, but was always a little behind.

We finished the session with the Reading Attainment Kit. I had to leave before he was finished. He didn't miss any questions—and the answer card was there, on the table along with the skills card and reading material. I wonder if his performance will be so good if he doesn't have access to the answer card...

March 8

The sessions today were about the same as last week's. Charles' performance is always better after review of what is expected. Art is not doing enough studying at home to know the new vocabulary words, but is reading independently. His oral reading still is not smooth. He miscalls many words he knows. So we continue to practice reading aloud, simultaneously.

March 10

Almost one-third of today's sessions were spent with tapes—The Reading Attainment Kit, and the Specific Skills Series. Both of my students want to move out of Level 6 and into Level 7.

I am wondering just how important it is, for Charles to know vowel sounds and number of syllables. If he can pronounce the word and comprehend it, I wonder if learning the breakdown of that word will be a waste of his time at this point. He must review the components each week, for there is no retention. And, trying to remember how to analyze a word may contribute to cognitive overload.

Art needs vocabulary development. Charles needs comprehension skills. So with these needs in mind, we will push to get finished with Level 6, as they wish.

March 15

Charles is going full steam ahead, now. He comes into the learning center four days per week and works on his reading. He sits for long periods of time and completes a lot of work. (He's certainly task oriented!) Today he worked on Getting the Main Idea for nearly 45 minutes, completing eight units. He missed only 3 items out of 40. This is a great improvement over Charles' initial performance. He has nearly completed the book, and will soon be ready to move into Using the Context. When I introduced this next book, I will review the process thoroughly to make sure Charles knows exactly what to do and why.

Art is also working toward completing Getting the Main Idea. He misses none.

He has a huge stack of flashcards made from words taken from the newspaper. Rebate, administration, virtually, legislate. These words are becoming sight words for Art, and will enable him to read some of the news stories—and understand them. I want him to overlearn these words.

Art's oral reading is improving. I can see evidence of the learning disability as he sees one word and calls it another word, but this occurs less frequently than he did three months ago. We will keep on with the N.I. method. It seems to help.

March 17

Art was at almost a standstill today—he has a sinus infection, felt rotten, and could hardly read aloud. He was unable to breathe well, so our N.I. session didn't last very long! Most of the session was spent with the Specific Skills Series. Art also told me that since he was almost finished with Level 6, he went to talk with his chief supervisor about a promotion. He asked to be considered, the next time there was to be an opening for a supervisor. He told the man about the gains in reading that he has made over the past nine months. He even mentioned me, his teacher.

Art has high hopes now, of gaining employment status. If this happens, he says it will be because of his new reading ability—and his confidence in it.

Charles has new confidence too. In his ability to get the main idea. However, this oral reading, like Art's continues to need improvement. He will continue to work with tapes and the Prime-O-Tec method, to prompt smoother reading. He began the Specific Skills Series book today, Working With Sounds, and has done all items correctly so far. If he continues to have no difficulty with this book, then he can work through it quickly and focus on other skills, such as the oral reading.

March 22

Again, Art and Charles worked with the Specific Skills Series, then read aloud using the N.I. method. Art did very well with the flashcards I've made using words from the newspaper articles he brings in. As he is increasing his sight word vocabulary, he is being encouraged to try to read the paper independently.

Charles keeps trying to put off using the Prime-O-Tec "just" to review. There's always something else he would rather do, that appears to him more important in the moving out of Level 6 and into Level 7.

He had an important message to give to me today. He is to enter a three-week vocational observation program with Goodwill Industries, to see what kinds of work he might be able to do. This will be a first, and he's quite anxious to begin. I am to call the vocational counselor, to discuss any possible conflicts in time which might occur in the school and work schedule.

March 24

The vocational rehabilitation counselor and I had a productive chat over the phone. There won't be any problem with time conflict and Charles' work/school schedule.

Finally, a session with the Prime-O-Tec! Things are going more smoothly now, for both Charles and Art. They're doing well with the Specific Skills Series. Art is doing very well with the N.I. method, but is impatient in the doing. He wants so much to be at next year's point in his learning!

March 29

More of the same, though interspersed with a birthday party for one of the other teachers. Art has not practiced his flash cards as much as he should have, but he did complete his two outside reading books and proudly brought them in. I exchanged the two for another, and then read a newspaper article with Art. He did very well with keeping up with me.

Charles is doing better in keeping up with me when reading together. However, he still cannot remember the short vowel and long vowel sounds—or can't discriminate between the two when he is asked to do so. We have reviewed and reviewed. However, I question the value of spending any more time with the vowel sounds, when that time could be spent working toward smoother reading and better comprehension.

March 31

Today's sessions for both students were quite routine in regard to materials used. Art brought in some sentences which he had made using flashcard words. They were quite good. I will type them, and hand them back to him to practice reading.

Charles was in such a good mood today that he told me he might "die laughing." His responses were good throughout the lesson, and he left in very high spirits.

April 4

The high spirits of last Thursday turned foul today. For some reason-probably to help boost his usually—faltering ego—Charles decided that he needed to win again. Win over his teacher. He had found an error in my score calculation for one of his worksheets. He sent a message via another teacher, for me to come into another part of the Learning Center when I had time. He had something to show me. I went in. Charles gave me a set of papers, and instructed me to sit down and to look through the papers to see if I could find anything wrong. I looked at him and was surprised to see that he was dead serious. He repeated his instructions to me loudly, so the other adult students—about 15—would be sure to hear him. Then, he couldn't wait long enough for me to count the total possible number of correct answers and see that I had miscounted before. He pointed this out to me, repeating over and over that he had caught his teacher in a mistake. Then, he suggested that I go into the room where I work and make an announcement to the other LD teachers, to tell them all that I had made a mistake and he had caught it. This was repeated several times. No one paid much attention to these goings on, so finally Charles settled down to work on math. I made several comments intended to close the issue, but Charles was so seriously at reinforcing himself at my expense that he was fairly shaking.

Still. The last attempt at his reinforcement came when he called two other teachers (at different times) over to examine his set of worksheets, pointing out to them that I had made a mistake and he had caught up with me. He was disappointed that one teacher refused to listen to him. He just doesn't realize that he appears as nothing more than pathetic when he acts this way. And I can't think of a decent way to let him know that he needs to be seeking reinforcement in different ways. He must really feel small.

April 5

Charles has recovered from yesterday. He read aloud with me in the same manner as always. He worked in the Specific Skills Series with his usual painstaking care. And he listened to the Reading Attainment Kit tape, answered the questions, and was checking his answers with the answer card when I walked into our small working space to tell him it was time to go. He looked so guilty when I suddenly appeared before him, that I wonder if his next task would have been to correct his answers before turning them in to me. I know he has done some of his work this way before. It is so important to him to do well, that this obsession often obscures any need to learn process. I as his teacher must force him to question why if something seems unclear. His tendency has always been to say he understands, then when he doesn't—and the work is consequently done incorrectly—to try to pick up on the teacher cues as to why he did it wrong. If the teacher tries to discover reasons for this, then whatever those reasons are as mentioned by the teacher then those are, indeed, the very reasons he chooses. If no reasons are presented for him to agree or disagree with, then he will grasp at any straw. Usually, it will come out like, "Well, heck, I musta' misunderstood you. I thought you said______. Didn't you say_____? I thought you meant_____."

I am trying to force him to quit hiding in this self-trap. I have learned to try to make him think past saving his ego, and think about where the misunderstanding really lies. I find that a lot of the problems are with retention. Everything must be reviewed extensively, then a lessons gone over together. This is the only way I can discover what Charles remember, and what he understands. Sometimes, we have better results than other times, but lately Charles' overall performance on paper and pencil work has been quite good.

Art and I spent a long time reviewing the typed vocabulary sentences, both his and mine. He felt great about his sentences, as I bragged about them. I gave him both his typed sentences and mine, to take home and review. He will be able to recognize more of the words in the sentences he wrote. (His wife wrote some of them as he dictated them.) His wife will be able to help him read mine. I hope he will be able to read the sentences smoothly when I see him at our next session.

April 7

Well, Art read the sentences nearly perfectly. He was pretty proud of himself, and rightly so. It took some time to complete all of them—over 50—and after this, we read them together. Then, we read other material aloud. I asked Art to practice the sentences at home again, so he can read them without faltering on some of the words.

Charles worked on the Reading Attainment Kit, Green, and Getting the Facts after we read his newspaper article aloud together. His work on the R.A. Kit is usually 90% accurate now. When he gets rushed, however, it becomes less accurate. The Getting the Facts work is always done with painstaking care, and is always correct. He does know how to get these facts, finally!

April 12

Charles had been here working for over two hours when we met for our session today. He is extremely task oriented, and can work for long periods of time as long as his work is mapped out for him.

After he read the newspaper article with me, he worked with a new Specific Skills Series book, Using the Context. He had no difficulty in understanding how to use the book, so he will be able to proceed at his own rate.

As Charles worked through the Reading Attainment Kit lesson, I realized that he does not remember what synonyms and antonyms are. We'll have to review these terms next session. If I can think of a few cues to help him remember the meanings that will be good.

April 14

Routine for Charles and Art will be here next week but not today, due to a death in the family.

April 19

Art came in today looking sort of like a wild man. I quickly decided not to have him work too hard! He said, "Well, I'm here. That's all I'll say." So we talked—about this and that—and did little else except the work in the Specific Skills Series.

Art mentioned that he had gotten bawled out about his attitude by his wife this morning. Then he changed that statement to say that his wife had given him a pep talk. He had become fatigued with his work on reading, a bit discouraged (although he's doing fine), and had needed a break from our sessions. He takes his work here and his progress very seriously, indeed, and is his own worst critic. He's a perfectionist. Hard to be so, in such an imperfect world....

Charles' performance on the Reading Attainment Kit, Green series is less than it was on the last half of the Brown. Sometimes he misses 3 items out of 10, and usually the items missed are the ones which have to do with related words—synonyms, antonyms, homonyms. Or other items which require that a word be filled in. I think he really does not understand what he is supposed to do. Anyway, he's in a hurry to get the R.A. Kit finished, and is "plowing ahead" to do just that. It's just that sometimes the furrows aren't very straight.

April 21

Charles has now completed the Specific Skills Series book Getting the Facts. He missed only two or three items out of the entire book, so he was pleased as he left. He tries to do as much work as possible, since he sees his educational goal as being a college student. He knows he must successfully complete many more review—type books first, before he gets to college.

Today we reviewed syllables, number of vowels heard, and number of vowels seen. Charles did just fine. Next time, we'll review short and long vowels.

Art came in today, refreshed, so we had a good session; Art reviewed the Dolch word list, miscalled where and were, then completed the rest of the list with flying colors. He completed more work in Specific Skills Series, we read aloud, N.I. method, and I gave Art a handwriting practice book. His handwriting needs much improvement, but I wonder how much improvement can be expected in an adult's handwriting—until that adult's life changes drastically. (Maybe the change in Art's reading skills will prompt better writing.)

April 26

Charles worked faster today than he ever has, I believe. He completed his work in one hour, instead of the usual 1½ to 2. He missed one item in the Specific Skills book, but missed several on the Reading Attainment Kit Green cards. After I went over the errors with Charles, I learned that he had misread several key words, thus causing him to miss the questions. I can't say much about these errors, as I misread the same items. Fatigue, I suppose.

Charles read fairly smoothly when we read the newspaper clipping aloud. He did not falter on as many words as usual. It is difficult for Charles to continue reading when he falters, without going back and trying to fill in everything he missed. I keep telling him to just "pick up" where he can, and to stay with me—not to stop to go back to a word or phrase and repeat. But he had such a need to do it "right", that it's almost impossible for him to continue to read without correcting himself. He also likes to "editorialize," so we stop sometimes during the reading for this. Perhaps I should be tougher about this, and not allow him to stop at all. I don't know. I have explained and explained the process and the reasons, but I don't think my explanations have bearing on his behavior. Something influenced him today, though, for he had a very good day. Evidently, his morning job training/evaluation sessions are not putting a great strain on him, as was feared at first.

Arpil 26

Art bought a new car today, so he wanted to relate his car-buying expedition to me before we got into the lesson. He was high with excitement as he told about the different cars he looked at, and how he came to buy the blue pinto.

Finally, we turned our attention to the vocabulary sentences. He read the entire 50 sentences with only 2 errors. I will review the vocabulary flashcards next session, to see if he can recognize and read the words out of context.

Work with the Specific Skills Series and finished the session.

April 27

Art reviewed the vocabulary cards and sentences, missed three cards, and came through the sentences with flying colors. Today we discussed Art's learning disabilities for the first time, specifically. I think he was hurt, in spite of the fact that he knew he had some kind reading problem. It is one thing to know that you have some sort of problem—but another to have someone sit down and put label on it, and then describe it. I told Art that everyone has some sort of learning disability—that is, no one's learning is perfect learning. And that some are more pronounced than others. I told him that he can watch for similiar signs of problems in his son, and that if there are any, Art knows some of the methods to use to help correct them. Then, we started talking about who his son looks like, some books Art has already gotten for him (although the boy is only a year old), and went from there to Art's relatives.

Charles session today included work with the R.A. Kit, Specific Skills Series, and reading with the N.I. method. As usual, he became so engrossed in his work that I had to tell him when it was time to leave. Even then, he really did not want to go. He loves to stay and chat. He did finally limp up the stairs, though, after wishing me a pleasant weekend.

May 3

Art read over his vocabulary sentences again this session, and then worked in a new Specific Skills book. He completed a Reading Attainment Kit lesson, and we read aloud, N.I. method. I gave Art two new books for his outside reading, as he'd finished the one he had. I cautioned him not to be so self-critical—I reminded him that he is his own worst critic.

May 5

We began the session today with flashcards, all of which Art knew except one. This one he will take home to do VAKT with. Then, after Specific Skills units were completed, Art decided to take that book home over the weekend to complete it. I told him how near he was to being finished with Level 6, and exactly what he had left to do.

One more lesson in the R.A. Kit was completed, and then we read aloud, N.I. method. Art still stumbles on words, still miscalls words during this oral reading. But we still read. The book we are presently reading from is written at a fourth grade reading level.

Charles came in today after having been ill on the day of our last session. He looked quite rested, but his performance on all tasks today was shaky. He could hardly read aloud at all. I almost stopped him, but I decided stopping him would have a more negative effect on him than allowing him to continue on in his haphazard way. So we painfully proceeded through the entire passage.

Charles's performance on the Specific Skills lessons was nearly as poor. He missed more that he normally would have, and sat stubbornly after I reminded him that it was time to go home, to work through another unit. He doesn't seem to absorb his work—he just works through each part, seeing each completion as a step farther along toward his goal of completing the high school Level 12. (He is currently at Level 6.) It will be a chore to prepare him for the exit test out of level 6, as his retention of certain procedures is so low.

May 3

Routine.

May 5

Art started and finished another Specific Skills booklet today, and is now within a week of completing the Level 6 materials. I will look over the entry test for Level 7 before giving it to him, to make sure we haven't overlooked any skill that he should have acquired and somehow managed only a hasty review of.

May 26

During the time between May 5 and today, May 26, Art and Charles have been reviewing for the entry test for Level 7. That is, we have gone over prefixes, suffixes, synonyms, antonyms, homonyms, compound words, and plural forms. These two students have completed all materials required for Level 6, and are eager to take the next test. I think both are nearly ready—but Charles needs a bit more review. Like many LD students, if the particular skill is not one which is used almost daily, he forgets the specifics of it. Only trouble is, he doesn't want to take the time to go back to review. Being very goal-oriented, he wants to proceed toward that goal as soon as possible—if not sooner. His philosophy is that if one fails certain areas of an exam, then that person goes back to study those areas—then takes the exam again. Quickly. Then, whatever areas are still failed deserve only a cursory review in preparation for the next attempt. This, by the time a student has taken a test four or five times, he has either re-learned what is to be learned, or has memorized the test. Such is the way with Charles.

I have remained firm. I have told Charles that he will take his test on a certain date, today, and that the session days leading up to today will indeed be used for review. So it is. And I hope my judgement of the time is not "off." I know it isn't, for Art.

May 31

The tests are given. Art scored 93%, Charles 90%. They should do well in Level 7, unless, for Charles some of the material is too advanced in concept. Even so, his skills continue to improve. Both students began working in the Specific Skills Series Using the Context C, and neither had any difficulty with the work. Also, both students began the Blue Reading Attainment Kit Series. For the next session, they will be given the text which goes with Level 7.

June 2

I did not introduce the text today. Rather, I decided to wait until next week. Charles and Art continued in the Using The Context and Blue R.A. Kit, read aloud using the N.I. method, and were given outside reading material. Charles is reading the Readers Digest booklets for Level 7, and Since Art has already read them, he's reading condensed novels like White Fang, Frankenstein, and The Call of the Wild. He is also working the handwriting copy book whenever he has time at home; he has completed about one-fifth of the book.

Charles is scoring either 8,9, or 10 correct out of every 10 items on the R.A. Kit Skill cards. Art is scoring 9 or 10 out of 10 items. Usually 10.

Both students are quite pleased with their progress into Level 7, and both are highly motivated to work hard.

June 7

As this was to be a vacation day for me, my two students worked with R.A. Kit tapes alone. (They were given a choice of staying home or coming to the learning center to work with tapes— and both chose to work here.)

June 9

Art received the text for Level 7, Three O'Clock Courage, and was assigned the first three stories to read and lessons to work. He was very pleased to get this book, and even more pleased that he could read the first story with no difficulty. He remembered reading the first story in the Level 6 text, and stumbling and faltering through it to the point of real embarassment. So while he isn't completely satisified with his progress—he wants perfection—he knows that he is making real progress in reading.

I gave Art a spelling list to learn for the next session, and we spent half an hour reviewing these words before he left. First we read them together. Then, he wrote them on the board. Then, he spelled them to me orally. This was, of course, so he would not go home and put off studying. I wanted him to already be familiar with the words, for a learning base.

Charles' young cousin died suddenly, so he and him mother left for Arkansas and the child's funeral

June 14

Art's performance on the spelling test was good. He corrected himself on two words, and thus scored 100%. He turned in the text lessons, all correct. He worked in the R.A. Kit, then the Specific Skills.

Charles returned from the funeral trip to Arkanasa and was still visibly shaken. He worked through two R.A. kit tapes, taking nearly the entire hour-and-a-half session to do so. He will probably be able to work better when more time has elapsed from the sad event which is still on his mind.

June 16

Art has another spelling list now, with more singular and plural words. It also has irregular verb tenses, so he decided that it was more difficult than the first list. I gave him the Specific Skills Series book Using the Context to take home over the weekend. Also for the weekend is the text, and three more lessons. Art is still—even more than before—commited to learning as much as possible. So he works at home, and reads at home.

Charles felt better today. He still worked slowly, but seemed better organized and in a more peaceful mood. After working through two R.A. kit lessons, we reviewed the next assignment in the text, then it was time to go. With Charles, everything must be slowly done. Slowly and methodically.

June 21

Both students continue to progress. Each still shows evidence of learning disabilities, though. Miscalled words still occur. Hesitant oral reading. "n" made instead of "m." It seems as though these kinds of errors may always be made, with less frequency sometimes than others. But great gains have been made in the actual reading and comprehending of what is read. Spelling is better, and so is attitude toward reading. Both students realize they are now doing A-/B+ work consistently. Success is a great reinforcer, and I hope that these adults will continue to be reinforced through the knowledge of their success. I have emphasized to them that the more they read, regardless of the kinds of materials being read, the more their reading will improve.

I have learned that to gain reading comprehension, a reader does not necessarily have to be able to recognize and pronounce every word in the text. Sometimes meaning is lost when certain words are not correctly read, but most of the time, the reader can achieve satisfactory understanding even when a few words are misread. Knowing this, these LD readers I have worked with can proceed with their reading. They don't need to stop to drill or struggle to correct themselves until every word is read correctly.

As my teaching of these two students Charles and Art comes to an end, I have a feeling that they will make it. They are reading.

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DIARY OF DIANE GOSSOM'S TEACHING EXPERIENCES

November 1, 1976

I gave my first Learning Disabilities Test today. Although I had observed a testing once before and had one hour to go through the instructor's manual, it was a disaster.

Within the Slingerland (the test used by our program) there are eight subtests, each requiring a different task. The page for each sub-test gives no cues as to what task to prepare the student for so my main concentration was on the manual rather than the student.

Trying to condense the directions from the manual was quite difficult. As the student was completing test one, I was fumbling through the manual for the instructions for test two and therefore was not able to observe her performance as closely as I should have. My supervisor was on hand and I was pleased to see that he was taking notes of the student's performance. For the student's sake, I was glad he was there to assist but I was becoming more frustrated with each test.

To top things off, the student's confusion during the testing seemed much greater than usual. Her visual perception was very poor. For example: the reversal of "b", "p" and "d," the substitution of "b" for "l" and "m" for "n", the transposition of letters within words, and the use of capitals for lower case and visa-versa. All these are mistakes made often by this student but were being made much more frequently during the testing.

This student is experiencing some family problems which seem to have some effect on her ability to concentrate. From previous sessions, I have discovered that if something is bothering her our time is well spent discussing it. However, on the day of the testing I did not inquire about the family situation before the session began. Immediately following the testing, she indicated that she was having trouble with one of the children and wanted to discuss it. Now, I'm wondering how accurate the test results will be.

Question: Would it be possible to give the Slingerland Test over? I know this student and I just don't feel comfortable with the results.

Answer: Nov. 10 - After grading the test and discussing the results with our L. D. consultant, who is also familiar with the student, I have decided to retest her.

November 3, 1976

Today was the first cognitive mapping and I was very pleased with the way things went.

The student was quite comfortable with the questions and was very anxious to hear the results.

I told her that at the next session she would get the results of both tests.

Nothing was discussed about the Slingerland at this time.

November 17, 1976

During today's session, my student was given the results of her cognitive map and the Slingerland was administered again.

As soon as she arrived she asked about the map. I went through the Student Information Guide with her and told her to feel free to tell me if any part was not correct. She agreed in all areas that this is the way she likes doing things.

The Slingerland was much easier for me this time. I was much more at ease with the directions. I spent a great deal of time writing out my own instruction for each test and practiced with my own children. Although the test results showed a great amount of confusion, there was an improvement over the last test and I feel this is a much more accurate picture of my student.

Copying from the chart on the wall (far point) was much more difficult than copying from the top of her paper (near point). Visual recall with no visual cues was poor but the most difficult was the auditory with no visual cues. Yet auditory recall with visual cues was the best of all the tests. She seemed more confident and much less hesitant with her responses on this test and I think she knew she had done well. This was a good way to end today's session.

December 6, 1976

Pam was in good spirits today and was ready to get back to work. I reviewed all the dolch words by writing them on the board. Only 36 gave her problems, but I'm going to test them again in manuscript.

It's been some time since we've worked on phonics so I started her on the new phonics tests. The first test (consonants) was fairly easy for her. I decided to wait till next session for test two (short vowels).

I chose a book with a 3.3 reading level for the Neurological Impress. Although we usually use the SRA Laboratory card for this, she had reached a 4.0 grade level and I didn't want to increase this until all the dolch words and phonetic skills are reviewed.

We discussed her family and it seems that she is adjusting to her problems much better now.

December 8, 1976

Used language experience with dolch words that caused her trouble. Also used VAKT on them. Started reviewing the spelling of the dolch words. Going to need more work on spelling. Neurological Impress continued in 3.3 level book. Read through words on transfer word list for chart 1 (consonants) just to practice word attack skills. Routine day.

December 13, 1976

Finished transfer word list. Worked on spelling of dolch words that gave her difficulty. I gave her the letters and she had to get them in the proper sequence. Then she wrote the word in a sentence and if she had trouble again, we used VAKT. I tested these words before she left and she got them all right. She doesn't work as much on writing the words on her own as she does reading them so I'm going to start doing more of it in class.

Still using the 3.3 level book for N.I.

December 15, 1976

Pam had studied the spelling of her dolch words over the week-end and did much better today. Again I laid out the letters and she had to put them in the proper sequence. I also gave her a sheet with the words which had one or two missing letters which she had to fill in. This didn't seem too difficult so I let her finish it at home.

I gave her Phonics Test II (Short vowels). She missed all the "e," "i," and "y" in the middle. I gave her the Sound Dictionary for short vowels and the transfer word list to review but decided not to spend much time on it, till after Christmas Vacation.

We read, using the Neurological Impress Method and this ended our sessions until after Christmas.

January 5, 1977

Today I worked with Pam on the short vowel sounds e, i, and y. She has had a lot of difficulty with these before and I have worked with them many times by saying words and writing them for her. Then I would have her to trace the word saying the sounds. Example: I say the word "let." Then I write "let" on the board and say the sound of each letter as I write it. The student then traces the word while I say the sound and proceeds to retrace while saying the sounds herself. However, when taking the phonics test, Rita missed every e, i, and y vowel.

At today's session I used Mrs. Early's method of printed letters on cards. Since the consonant sounds are no problem for her, I used all of the consonants and started with only the vowels e and i that she was having trouble with. I began by singing the sound of "m", "e", "n", pulling the cards with the correct letter as the sound was being sung. Now, with the word "men" in front of us, she would sing the sounds with me. I made several words that she could compare the sounds with. Such as lit, let and sit, set and bid, bed. I then put the other vowels in and a few blends that I was sure she knew well and she made several words and seemed to enjoy it very much. I then said the sounds and had her to pull the letters that made these sounds. Then reversed it to me pulling the letters and having her say the sounds. At the end of the lesson, she was having much less difficulty in picking the correct vowel for the "e" and "i" words. Out of 10 words (5 "e" and 5 "i") she missed only one.

She seems to have a real sense of accomplishment at today's session.

January 10, 1977

Pam called and won't be in this week as she was called in for extra work.

January 19, 1977

We continued our work on short vowel sounds by reading through the words on the Transfer Word List. Pam also made up a story to go with a picture I pulled from a magazine. She kept the sentences simple and used many dolch words. I wrote her story on the board and had her to copy it. I then had her to circle all the dolch words trying to point out the importance of being able to write all these words.

I pulled a worksheet on short vowels from the Power Reading System to test the short vowels. She only missed two so I gave her test 3 (beginning consonant blends). She missed the cr, sk, shr, and spr blends. I gave her Sound Dictionary Chart III and circled the blends she needed to study. Ran out of time before the N.I.;need to watch the time better.

January 24, 1977

Began column 3 on spelling of the dolch words today. The words are becoming much more automatic now. I can tell she has been studying a lot on them. So far I've only been reviewing the ones that were causing her trouble before but its about time to review from the beginning. They slip away from her so fast if we don't use them a lot.

February 1, 1977

Pam was very anxious when she came to class today. She wanted to learn to count change. She works in a cafeteria and the woman who runs the cash register had called in sick so Pam was asked to take it.

I hadn't much experience in this area, especially with an L.D. person so I had no idea what to expect.

After gathering all the change I could get and sorting it into a divided tray, we began one of the most frustrating sessions I've ever had.

Her knowledge of the value of each coin and how many it takes to make a dollar was good. However, when she had to count from \$1.63 to \$2.00, she had no idea where to start. She wanted to go backwards at first and I tried to explain to begin with what I owe her and count forward to what I gave her. She was just completely lost so I went to a less complicated figure. I said if I owe you \$1.50 and give you \$2.00 what will you give me back? When she answered with one quarter I knew I wasn't ready for this and I was going to have to find some very beginning material to work with. We discussed counting by 5's and 10's and we'll work on this Thursday when she comes in.

I tried to stress the importance of talking to her boss about this. She told me that she had gotten so upset over it that she has just walked away from the cash register. I told her that this might look as though she wasn't doing her job. I think that if her boss understood the situation, he would ask someone else to take this position.

This isn't something she's going to learn overnight.

February 8, 1977

Pam did much better counting her change today. She had practiced counting by 5's and 10's and the improvement was unbelievable. She even used the smallest amount of coins. We are going to continue this for over-learning.

I am testing her over the dolch list again. The first time I reviewed them I used cursive form. I wanted to see how she did in manuscript form. The reading of the words is real good, but the spelling of several words is not automatic yet. Using the pictures and having her to make up stories about them works well. This way she will have to spell and write many of these words. I gave her a list of words to study over the two days until the next session. (new, laugh, please, round, these, those, soon, own, myself, only)

I also gave her Phonics test 4 - ending blends. She did quite well so I went ahead to test 5. This didn't go quite so well. Beginning digraphs, she missed 5 out of 6. Ending digraphs she missed 2 out of 6. I gave her the Sound Dictionary to study at home and the pages to work in the Phonics We Use Books B, C and D. We will work at the next session on these using the Transfer word list.

Neurological Impress will be used also.

February 10, 1977

Worked on Digraphs today. She really has a hard time with ch and sh and I noticed that she doesn't always pronounce words that begin with these digraphs correctly. For example she might say "sheese" instead of cheese or "shain" for chain. Used most of today's session working on this.

February 15, 1977

Gave Pam a spelling test for words containing the sh and ch digraphs. She got them all right. She also read the words on the transfer word list with these digraphs.

I dictated some sentences using the dolch words. This is much harder for her than just writing the individual words. Certain words cause her trouble all the time. From always comes out form, she constantly leaves the e off before, does becomes dose. This is just an example of words that she consistently spells wrong. I can't count the number of times she has traced the words and I always test them at the end of the session and she gets them all right. Next session she makes the same mistakes again.

There are also certain words that consistently cause her trouble in reading. On she always calls as no and was is called as saw. With is which, went is want, ever is every. Contractions are difficult for her and are usually miscalled. This causes her to miss many of her comprehension questions.

When we work on individual contractions, she doesn't miss any and she understands them. When reading them in context she just seems to completely ignore the ending.

I've tried to get her to slow down and read more carefully but certain things just don't seem to register.

The same is true with the dolch words. She misses very few on flash cards but in context it's a different story. I don't think she will ever stop miscalling certain words.

Today was one of those days that makes me wonder if I have any idea what I'm doing.

February 22, 1977

Tested long vowels today and she didn't miss any. Went on to test 7 (vowel digraphs). She only missed 4 out of 16. Started Transfer Word List reading only words containing the vowel digraph missed.

She didn't seem to be able to concentrate today. She said her son's teacher had called and wants to talk with her. I'm sure she is worried sick and so we read using the NIM and I let her go.

February 24, 1977

Pam's seeing her son's teacher today and wasn't really much in the mood to work. We reviewed a few dolch words that weren't difficult for her and read using the N.I. Method. I just didn't want to push her as I felt she didn't need the added frustration right now.

She talked a great deal about wishing she could help her children more. Her sister helps the seventh and fifth graders when she can but she has her own family and can't give much time to her sister's. However, the one she's having the conference about is in kindergarten. From what Pam has told me, I imagine he's a little hyperactive.

March 1, 1977

Pam called and won't be in this week. Her son's teacher requested that she observe him in class. Because Tuesday and Thursday are her only mornings off, she has to use her class time to attend.

March 9, 1977

Gave test for R-controlled vowels today. Missed the ire, eer, ear. Decided to wait till next session to work on them.

Reviewed counting change. Confusing again today. They haven't asked her to work the cash register again since she talked with her boss so she seems to have lost interest in it. When I tried to stress the importance of knowing how to count correct change for her own use, she said her husband takes care of that. She doesn't drive so he goes shopping with her and handles all the money.

I dictated some sentences to her and it was very frustrating for her. Her spelling seems a little rusty again. Although she didn't talk much about her son, I'm sure it's still bothering her.

She's having a hard time getting to class because the cafeteria keeps changing her schedule. I find it very hard to get anywhere with her when she doesn't come regularly. Just when I think the writing of the dolch words are becoming automatic, she misses a lesson or two and it's like starting all over again. Guess it was a frustrating day.

March 23, 1977

Pam was really confused both yesterday and today. I had the feeling that she was not concentrating at all.

She was having trouble with several dolch words. She cannot begin to spell "who." "Where" constantly gives her trouble and warm, they, with, were, what, which. She has traced these words several times using colored chalk, pressing harder, speaking louder. So far there is no improvement. These are from the last of the dolch list and I'm afraid that by the time we go back again, she will have forgotten the others we have already reviewed.

We have been working with syllabication. She had tried to work Book C pg. 88-91 at home but couldn't understand what she was supposed to do. We worked these in class.

I gave her Specific Skills B - Getting the Main Idea - to work on at home. I'm trying to get her back on track to work in Two Blades of Grass.

November 2, 1976

Today we gave Tom his L.D. test. I wish we could have tested him before I started working with him four months ago. Although I feel good about the fact that a lot of his problems have been corrected, I don't have a test to prove what problems he was having. I think his visual is much stronger than auditory. He had to concentrate much harder on the auditory part of the test and kept repeating the letters or words to remember them. He didn't have much difficulty with auditory numbers. His directionality on some letters (g & d & 9) was bad but quite an improvement over when he started. When drawing circles and lines his directionality was left to right and very consistent and his circles were joined so I see very little problem there.

Bob gave the test today and I observed. I couldn't see Tom as he was looking at the cards so my observations were not as accurate as they should be.

November 18, 1977

Today was Tom's first session since the testing. He was very anxious to hear the results.

Going through the test went very smoothly. He felt the cognitive map was a clear picture of himself and he agreed that all the information given to him was correct.

I went through the LD Screening with Tom test by test. He felt very good about it. I pointed out the few mistakes he made and the types of things we will be working on.

I felt comfortable with everything except the tape recorder that was on during the session . I think I will learn to relax with this as I am sure that it will help me in working with students.

The lesson went well today also. I picked one of the words from the Slingerland that he had an 'inversion' on. ("Girl") I also used four words from the revised Dolch list and used Language Experience with them. He made up a sentence on the board. The word was then pulled out, and VATK was used on it. At the end of the session, I wrote each word on the board to test his retention of the word. Of the five words, the only one he had any problem with was "across". Again, he came to the board and traced the word several times. He seemed to have it down pat this time.

Having time to spare, I reviewed the reading of the 60 dolch words he had already been through. Of these, he only hesitated on 9 words. We will use VAKT on these words at the next session and until these words too become automatic. These words will also be tested for spelling and writing before going on to new ones.

In administering the Jordan visual and auditory tests, I found no difficulty in either area with this student. The two tests were quick and easy for both of us.

I didn't encounter any problems this morning, probably because the teaching time was so short. I'm sure I will in the future.

December 7, 1976

Tom was given the Jordan test today. He took the full 1½ hour time slot for this testing. He was very sure of himself on all visual parts of the test, but the auditory was quite difficult. Even the correct responses took quite a long time. He kept repeating the words and after his response was made, he questioned it and still repeated the words several times but never changed an answer. He showed much frustration in not being sure and finally just said: "I don't know if that's right or not."

Most of his difficulty as I see it is temperal. When writing the alphabet, he left out the m, u, and v. He got as far as the "t" before going back to the beginning. He repeated from "a" twice before continuing and then omitted the "u" and "v".

The months were just impossible. After being told to start with January, he wrote Jan. then Jal (saying July) then Mraj. (Mar.). At this point I thought perhaps he was getting too bogged down with the writing of them and maybe just saying them would be easier, so I took over writing them for him as he said them. As he repeated back Jan., July, March, then April, May, I thought he would be able to complete this task but then he continued with Sept., Aug. Nov. and Dec.

Copying the chart was no problem. He could hold the image of two sometimes 3, words at a time. He printed and was very neat and precise. Two slight errors were made on this test.

The part of the test that caused him the most trouble was the auditory with no visual aid. (Write the word you hear me say.) When auditory was combined with visual (mark the word you hear me say) it was not quite so difficult.

December 9, 1976

Today I reviewed the reading of the first 90 dolch words that Tom had already been introduced to. Since we haven't been working on these things for several weeks because of testing, I wanted to make sure that he had retained them. He only hesitated on 8 of them. Next time we will go over the spelling of these 90 words to check his retention of the spelling.

I also gave him the Phonics test for charts 1, 2 and 3. The only things missed on chart 1 were medial "1" and final "x". I went through the words on the transfer word list for these and also the i sound in "sym" for test 2. Test 3 was where we stopped because he had so much diffiuclty with the blends. St., sp, sw, and all the 3 consonant blends were hard for him. First I showed him the Sound Dictionary for the st, sp and sw blends. I had him to think of words that began with the "st" sound. He had no trouble doing this. As he gave me a word, I wrote it on the board saying the sound of each letter as I wrote it. Then I had him to trace over it while I said the sounds. Tracing over the word a second time he would say the sounds. If he had any difficulty, I would come back with my voice to help him. The tracing continued until a smooth blow was established. During the tracing I noticed that he was not closing his letters at all. I did not want to draw his attention to this and take his thought away from the temperal order of the sounds. Instead, I got a piece of colored chalk (purple) and said "Why don't you use this?" This corrected the problem. I'm going to use this more often. Another thing I noticed was that he was tracing very lightly and I kept telling him to press harder. Each time a new word was introduced, he would start out tracing very lightly and after tracing a couple of times it seemed that he became more sure of himself and would press harder. I think the bright colored chalk and the pressing harder both helped him quite a bit.

I wasn't too happy about some of the words on the transfer word list. Example: steak, special and swat. These seemed to confuse him because they had different rules than he has had yet.

December 16, 1976

Most of today's session was taken up with the phonics. Before going on with Chart III blends I wanted to review all of the blends. I used the transfer word list for chart III. I said the blend sound and had him to tell me and write which letters make that sound. Then I had him to give me some words with these blends in them. He had no trouble saying which letters make the sound. (blends 1-18) but several times he could not come up with any words. These were the br, cr, and pl. As he gave me the words, I wrote them on the board. When he could not think of any I would give him a word. If still no response, I would give him a clue for another word. I also would have him to spell the word he gave me and he was quite surprised at the many words he could spell. He was quite pleased at seeing his progress.

I am going to test the br, cr, and pl next time to see if he has these blends any better than he did today.

We also tried some of the dolch words that he had trouble with Tuesday on the spelling. He had not looked at them at home so he still did not know them. The words we worked on today were: again, any, clean, around and does. After each one was studied, I kept giving them over having him spell faster until all words were automatic.

We continued the Neurological Impress, completing 5 cards. He really seems to enjoy this.

I wished him a Merry Christmas and told him I would see him in two weeks.

January 4, 1977

Well, after a two-week vacation, Tom did real well. I reviewed the dolch word he had trouble spelling the last session and he knew all of them. We worked the rest of the first two columns and now he is ready to go on to column 3.

We reviewed the first 2 pages of the Sound Dictionary I said the blend sound and he told me which letters make that sound and also gave me two words that begin with that sound. I gave him Phonics Book C, pages 25-30 (found in reading program) and Book D, pages 20-24 to work at home. I will try to finish Chart 3 Sound Dictionary and Transfer word list at the next session.

He started a new Sullivan book today. After working four pages in class with no trouble, I told him he could work it at home also.

We completed five cards of the SRA for the Neurological impress. Today was good.

January 5, 1977

Tom is really moving now. I tested the seventh 10 dolch words for reading and he got all of them, so we went to the spelling. He spelled all of them orally and got all ten right. I moved on to the next 10 and he didn't miss any of them on reading or spelling. I then gave him the words from columns 1 and 2 that he had problems spelling before and we worked on. He still had trouble with 'because' and 'draw'. We used VAKT on these and I showed him the "aw" sound in "saw, law, raw, paw, claw, and straw". I hope this will help him remember draw. He was very pleased with knowing the 20 new words. I asked him if he had looked them over and he said "no" he hadn't studied them at all.

I checked the work he had done at home. Phonics Book C pgs. 25-30 and Book D, pgs. 20-24. Book C was finished and 1½ pages of book D was finished. All were right.

He had also finished 10 pages in his Sullivan Book 4. He had all the answers right but could not spell the words he had been working with. We spent some time building word families for "ick, ack, ock, uck, and eck." I'm going to go through book 4 and list the word families he will be working with so we can do more of this.

We finished the Sound Dictionary III. I had him say the blend and then think of two words that began with that sound. We then finished the Transfer word list. I tested all the blends by giving him the sound and having him tell me which letters make the sound. I then reversed it; I said the letters and had him say the sound. He didn't miss any of them. Next session I will test chart 4.

I didn't have any questions today. The only problem I had was running out of time before getting the N.I. in. I will have to either watch the time better or do this at the beginning of the session so it will not be left out again.

February 15, 1977

Tom finally came back to class today after many weeks of bad weather. Being custodian at the bank, he was kept pretty busy with all the snow and cold temperatures.

Today we retested all the beginning blends because it had been so long since we had worked on them. I said the sound of the blend and he gave the letters that make the sound. I then said the letters and he made the sound. He had 100%.

Test 4 - ending blends was a breeze for him. 100%

Test 5 wasn't quite so easy. Beginning digraphs, he got 1 out of 6 correct. Ending digraphs - 3 out of 3 correct. He even missed the beginning digraphs "ch" and "sh". For beginning "sh" I said the nonsense word "shim." He wrote "sm". For beginning "ch" the nonsense word "charp" was said and he wrote "jr." The word "whitter" was used for "wh" and he wrote "wr." We worked some time on the digraphs - beginning and ending. I assigned pages in the Phonics We Use Books B, C, and D. We will work the transfer word list next time.

Tom had worked several pages in his Sullivan 4 book. I had him to do a few pages in class and he is doing fine. He was ready for the "er" suffix so I showed him the rule for doubling the final consonant if the vowel is short. I wrote "batter" and "bāter" on the board, explaining that without 2 consonants between the vowels, the vowel sound would be long. I told him to look at the word, on the page, singer and he immediately responded that it already had two consonants so they had just added the er. I told him to work pgs. 42-48. Since the rest of book 4 deals with beginning blends, I anticipate no problems for Tom.

The session ended without NI again. I just can't keep up with the time. Next class I will do this first.

March 15, 1977

Tom came back after a few weeks of work problems. We changed his schedule so I hope he won't have the time conflict anymore.

I was surprised that he didn't have his Sullivan 4 completed.

The last session I had with Tom, I gave him test for Chart #5 (consonant digraphs) and had assigned some pages in the Phonics We Use book. He had not even finished these. I did not want to try to read the words on the transfer word list until these pages had been completed, so we spent his class time working in his Phonics Book. He really had trouble with the "wh." He got new false teeth (uppers) and I think this was part of the problem. I told him to hold his hand in front of his mouth and say wheel. Could he feel the air blowing out? No! Then he tried to whistle and couldn't because of his false teeth.

March 22, 1977

Tom finished his Sullivan 4 and started 5 on Tues. (3-22-77). I had typed a list of word endings for review of all words from Book 3 and Book 4. The list also included all Sight words from book 3 & 4. After reviewing all the words, Tom asked if he could have these review sheets to take home. He felt real good about seeing all the words that he now knows. I had them copied and gave them to him.

I had assigned steps 55 & 56 on guide sheet four. These steps are pages from the Phonics we use Books C & D, working with suffixes "s," "ed" and "ing." When he came back, he said he couldn't do Book D (step 56). When I looked at it, I wasn't surprised. It was quite hard reading. We did these in class.

I assigned Phonics we Use Book C pgs 76-79 and Book D, pgs. 68-69 (contractions).

We worked the first three pages of Sullivan 5 in class.

He left early to take his son to the doctor.

March 24, 1977

Tom had completed the first 10 pages of his Sullivan 5 and his Phonics We Use, pages on contractions. I looked his Book D over and they were all right. He had left his Book C at home. I'll check these later but contractions don't seem to be any problem at all. I had him to read through pg. 10 and work 11 & 12 in class. He is really reading smoothly.

I started Tom on Reading Attainment today. He seemed quite bored with the Sullivan reading and the SRA cards used for Neurological Impress. I thought he needed some moderation and maybe something more interesting. Anyway, I thought I'd try it and he did really well. After listening to the tape, we used Prime-O-Tec then went through the questions. He got all the answers right. We completed two cards.

I typed up the vocabulary words and sentences with a blank to be filled in with one of the vocabulary words. I'm going to see how well he remembers the words.

April 19, 1977

Tom came back after a couple weeks of absence due to working on his home, car trouble and babysitter problems.

He sure didn't have much work done. If he is coming regularly, he does quite a lot of work on his own in his Sullivan and Phonics We Use. If he knows he isn't coming back for a week or so, he doesn't do anything. It must be easy for him to put off and once put aside, it is difficult to get started again.

I finished reviewing the spelling of the first 3 columns of the dolch words (90 words). He had trouble with only 12 of them. We used VAKT and he could spell all 12 words before he left. I will review these again Thursday before proceeding with column 4. He is having no trouble with the reading of the dolch word even though they have never been introduced to him. Apparently he has picked these words up through Sullivan and the Neurological Impress. He is very pleased that he knows all these sight words now.

I started working in Specific Skills A, Working with Sounds. He could do this independently and he whipped off 16 Units in no time with only 2 errors in 96 questions. We both were quite proud of his work.

He also worked Phonics We Use B, pgs. 55-57 and C, 50-52. (Plurals "s" and "es") with no trouble at all.

We used 3 SRA cards for Neurological Impress. I noticed much more lagging behind than usual. I blame this on the fact that he hasn't been exposed to much reading since his last session.

April 28, 1977

Tom missed a couple of sessions because of babysitter problems. He seemed a little frustrated about not being able to attend more regularly. I saw so much progress today that I was able to constantly point out all the improvements. This seemed to make him feel better. Although he's had several problems in attending class, he had still progressed.

He had done some work in his Sullivan at home so I had him to work 5 pages in class so that I could see how he was doing. I was amazed at the speed and the confidence with which he read. He made no hesitations and no errors. I gave him some of the words to spell and although he had a little difficulty with a couple of them, he got them all right. The words were "ended", "crash," "trash", "started", "spotted," "handed," "canned," "smashed," "landed," "picked," "jumped," "landed," and "farmer." Picked gave him the most trouble because he heard the T sound at the end and this confused him because he knew it wasn't "t." Working these

5 pages put him at pg. 55. Page 60 begins words with the "more" prefixes and Suffixes so we worked some pages in Phonics We Use D, pgs. 73-77. Now, he is ready to finish the book.

I gave him test VII (vowel digraphs). He missed 7 out of 16. I am going to have him to work the Phonics We Use Books B, C, D and the transfer word list for vowel digraphs.

May 17, 1977

I was beginning to wonder what had happened to Tom. It's not like him to just not show for class.

He's going to have to drop for the summer because of financial problems. It seemed that he had given a lot of consideration to it and saw no other solution to the problem.

DIARY OF SAUNDRA LANGE'S TEACHING EXPERIENCES

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November 1, 1976

I knew that my first student was coming Monday at 10:30. I'd walk through the door at 8:30 and two hours later there would be Cedric. I had only a chance to read over the directions of Slingerland the Sunday before as we rode back into town from a weekend trip up north. With that I left the rest to fate. On Monday I spent at least an hour reviewing what I'd read on Sunday and omitted half the directions on the basis of being too wordy and immature for adults. I gathered my appropriate charts and cards fairly confident that natural instinct would pull me through. Plus I knew that I'd given the test once before and getting myself worked up would only make me more thumbs.

Cedric walked in on time. I was introduced as his new teacher and from there we moved to our area to work. I was aware that Cedric upon entering ABE was negative to the whole idea and that he had visual and auditory discrimination problems. I was quite relieved upon meeting Cedric. In walked a pleasant well groomed man in his forties. As I set up some of the last minute test arrangements, I felt a need to make some kind of conversation. So I chose the typical topic of weather. I did mention to Cedric that if things seemed a little hectic it's because today was my first day and that he had a true greeny of a teacher. I think this comment came out of nervousness.

In the actual testing Cedric subvocalized on all parts of the test. Cedric exhibited some nervousness, frequently rubbing his hands on his pant leg. But on the whole he did not appear to be overridden with anxiety. In our testing situation we sat in two side arm chairs. This was inconvenient for several reasons. When the student has to put his pencil on the floor the side arm is in the way. We improved by putting another chair beside him to put his pencil on. So we still included the distracting factor to the Slingerland. Cedric did have to be reminded several times of the sequence for answering subtest 3-8. That is to pick up the pencil and then turn the booklet over. But the reminder didn't seem to bother him.

The rest of the testing went smoothly. There were some things I forgot and some things that I did awkwardly but next time is bound to go smoother just because of practice. For example, the next time the test is given a table should be used. It lends itself to holding more materials that are required in testing; test booklets, directions, scratch paper for notes, and cards. Now I found myself so busy giving the test that I did not have time to physically write down my observations. So I compensated by making mental notes during the testing and writing the behaviors down on the test immediately after Cedric left. For example, Cedric hestitated on initiating his writing on the word "dress" in the phrase "blue dress" subtest 2. He probably was not sure how to form this letter. He might have had to decide if this was a "b" or "d" first. He also hestitated and even asked how to make a "j". There was a great deal of difficulty producing a reasonable facsimile. His directionality was inconsistent on his items that required circling. He went down the columns on subtest 4, again indicating some directality problems which are important to reading. To maintain a consistent left to right pattern automatically will help Cedric in his reading. By the way Cedric was given Form A. This decision was made by Bob who had previous knowledge of his abilities. The decision was fine with me, because it was one less thing for me to worry about and I see nothing wrong with getting information from all available sources. - Back to observations. On subtest 8, Cedric made the correct choice of "on", but he hestitated and went back and forth between "on" and "ou". This indicated to me that he is having some trouble yet with reversals. He can figure them out but has to think about it.(cognitive overload) It's not automatic.

I made an error in directions to Cedric. I forgot the instructions for corrections of the Slingerland. The student is to use brackets around the error and then rewrite the item correctly. This wasn't any big deal. I just interjected it upon his first error or maybe it was Bob (who was observing) that mentioned the correction directions. All in all, I was not too uncomfortable giving the test.

When we finished Cedric left leisurely. We said a few parting phrases and that was it. So far I felt pretty good. It wasn't the smoothest test administration. It was better than my last. To quote an old cliche "practice makes perfect." Next time should even be better.

One thing that I've not been able to fit into this rambling is, how I plan to deal with the directions next time. The manual (Slingerland) is too bulky and too wordy. The test booklet itself does not indicate what you are to do for each subtest. So if a second test booklet is handy, I plan to put the directions that I must have on the test in pencil.

Slingerland directions were written as if the teacher were presenting them to a group. Therefore, a great deal of the directions can be eliminated.

Question 1:

In testing I faced my student. I wonder if this doesn't give too many visual clues with the auditory input.

Solution:

As I worked in sessions with both my students I tried not to face them when giving things orally. If you face a student he can many times pick out a finer sound if he sees your mouth from the letter. This is beneficial particularly with something new or unknown. If you wish the student to increase his auditory discrimination of sounds stand to his side or slightly in back. In this way he has to rely on his auditory modality and not be cued in by visual clues. I feel this is of more importance in the testing situation when you are trying to pinpoint specific strengths and weaknesses.

November 3, 1976

Today we were going to administer the cognitive mapping survey. My own anxiety level was very low for several reasons. One, I had met Cedric once and we seemed to do fine working together. Also, I was familiar with the survey and how to administer it from a previous workshop we had all attended.

When Cedric arrived I met him as he came down the steps- it was merely coincidence. I told him immediately where we would be working for the day. I feel the student should known what you have planned to put them at ease and knock out some of the anticipation which is likely to be building.

The survey was explained. I forgot to mention to make a stack of cards if he had any questions. However, he did this on his own. There were only two or three cards that he asked for further clarification on during the actual survey. I had the feeling he was just checking to see if I was still there - because he still had a small stack of questions that we went through at the end. During the survey I stayed close enough to answer questions but on the other side of a partition so I would not influence his choices.

The survey went quit smoothly and Cedric didn't seem to mind it at all

After the survey we spent quite some time talking about his family which he is obviously proud of. He just smiled as he talked. I felt this was good in establishing a better rapport.

November 15, 1976

This session was to include the administration of the Jordan Test for Specific Reading Disability. The before hand preparation was quite lengthy. The Jordan was totally unfamiliar to me. It is brief in it's directions, but sometimes too brief as in the handwriting part of the Visual Screening test. We (teachers and directors) had decided to administer the visual and auditory portions of the test today, review results of cognitive mapping, and work on the mini lesson prepared.

In going over the Jordan before hand, I underlined parts that I felt would give me clues,yet did not want to use these during the test. I wanted to be able to give directions and know what to look for without looking on anything. To feel I had this down I went through the test about three times.

My mini lesson was based on the approach to reading that was presented by Frances Early in a workshop. Cedric had experienced some reversals with "b" and "d" on the Slingerland -- plus some poor formation of "b". In my original lesson plan I was going to introduce b - a - l using VAKT. Then form words like lab, ball, all. But as I talked about my first lesson plan with fellow teachers, it was pointed out that the "a" sound changed in those words. I felt that that was not a nifty way to start off. So I chose the letters b - a - t to form the words bat, at, and tab. I deliberately stayed away from "d" because it could cause some spatial confusion with "b". I did not want to make the lesson too difficult.

As for my pre-thoughts on explaining the results of the cognitive map, I thought I would be brief, show the results, read the descriptions on the student's interpretation sheet and give a chance for any questions.

Monday morning I reviewed my lesson plan, Cedric's test and his cognitive map interpretation, found where I was goint to work, set up the recorder (Bob reminded me) and got all the materials together. Then I sat back and did some work on my other task until Cedric arrived.

The actual time with Cedric went quickly. The visual and auditory test went fast. There are a few mistakes I made for the auditory test. I sat across from Cedric instead of beside him. This in my opinion is not good. As I gave the words, he could be getting some visual input. Sometines I gave the word groups backwards. I don't feel this affects the validity of the test. Cedric would say at least have the groups to himself again. Once he asked for a repeat and I gave it to him. Again I don't feel this affected the validity. Cedric didn't have any questions about the cognitive map. He said it seemed right to him. I do feel I was a bit vague in my interpretation and should have read the interpretation under the capital letter that was at the head of each group.

The mini lesson had some drawbacks. One I feel I moved too fast. More time should have been given to tracing my form, because as we progressed through the lesson he was not sure of the sounds for the letters "t" in particular. He wanted to give the "d" sound. This tells me he has not learned what I presented. When I put the cards out with the sounds and the words and pointed randomly he had difficulty with an automatic response. This again tells me learning is not complete. We did go on through the letters, words and language experience sentences. I will definitely review what I presented today.

November 17, 1976

With the additional work of the project, there just was not enough time to run through the directions before Cedric came in. The activities for this session were the written portion of the Jordan, the results of the Slingerland and the review of Monday lesson.

Again we worked in the corner of the learning center away from the work area of the project staff. Cedric said that he liked working in here better because no one was around to gauwk at you.

I gave the Jordan first (written section) Sections 6, spelling words dictated to student; Section 11, first two letters you hear; Section 12, last two letters you hear; Section 14, mark the word I say were omitted because of Cedric's minimum reading ability all sections would be started. If I felt he may be able to do it, but if it was not working at all there was no reason to go on as I saw it. Cedric did attempt many parts that were difficult and we got through with minimal frustration. I felt his humor stayed throughout the session.

On interpreting the Slingerland I tried to point out how pleased we were that he retained many of the things he'd been presented with before. His writing was from left to right and this is good and important to reading. I mentioned a problem with "b" and "d" yet, but said these were difficult to learn and it was something we could work on and had some last Monday. I also talked about poor letter formation, but that this was something I felt would work out naturally as we did our work on the board like we did Monday (referring to VAKT process).

We spent the last part of our session in review of the letters and words presented Monday with VAKT. In Monday log I noted Cedric had some confusions towards the end of the lesson and I felt overlearning had not taken place. So we reviewed in the same manner plus practice reading the sentences that we had the previous lesson by NIM.

November 29, 1976

Today was the day that we were to start more formal work with our students. The testing was over. The center had a guide previously set up and we were each responsible for placing our student within the guide system. The guide is not too self explanatory and as I gave a sigh of exasperation Kathy glanced over my shoulder and said keep looking, you'll be surprised. So I dug on finding the phonics test. One problem from the beginning was that there wasn't a table of contents or any way of identifying the sections within the guide. So I added tabs to the side of my guide to facilitate finding the sections I needed quickly.

My plan for the session was to first briefly test Cedric for his capital and lower case forms of letters. I did this not to teach the letters he did not know, but so that I could be aware of letters that may give difficulty and stay away from those for awhile.

We then reviewed the first twenty Dolch words reading and spelling. Three gave him difficulty in spelling so we used them in sentences and VAKT. Then we took a test on part one of the phonics test. Cedric had trouble with the beginning consonants. So we moved on to the sound dictionary - working with just the initial sounds of letters b - n and using the transfer word list in connection with this took up the remainder of the work time. We talked about the cold weather (and snow) and Cedric left.

December 1, 1976

Planning Cedric's lesson took little effort. I started out by reviewing material presented during Monday's lesson. Although his test showed no indication of medial or final sound difficulty we reviewed those sounds b through n and their positions in words with the sound dictionary. I did feel pressured with having a student and the work on the project which needed to be done.

December 6, 1976

In planning Cedric's lesson I try to plan a lot of review because he tends to get confused on some parts. For example, we've worked quite a bit on beginning "b" sound, today I was reviewing some beginning sounds saying a nonsense word asking for the sound he heard. The nonsense word began with "b" he said "m". It did not have an "m" in it. The auditory modality seems weak in discrimination.

At this point I am trying to decide the importance of his being able to spell the Dolch words. Cedric can read them, so for a few weeks I'm trying to assign them as spelling words, but if this becomes to frustrating I'll drop it.

December 8, 1976

Today I took more time at the onset of the lesson just visiting with Cedric. I was trying not to jump into the work for the day too quickly thinking it had upset him and threw him off in previous sessions, before we ever really got into anything new. I do try to always start with review material.

In regards to the Dolch words as spelling; out of seven, six were spelled correctly. We then took the one missed, reviewed its Language Experience sentence and did some more Vatk with it and added it to the next words to study.

December 13, 1976

Cedric seems to have a difficult time with recall. What we have done so far is total review and it still seems to throw him. He'll call "mat""mat" one time and the next row down call it "map" or something else. It's like he doesn't look at the total word. In spelling the Dolch words he'll be saying the proper letters and writing down a completely different word. It really is freaking me out a bit. I keep reviewing old presented material hoping that it will click soon.

We did do Neurological Impress for the first time today. He seemed real pleased with it. We only did one card of SRA.

Something is not jelling together. The VAKT doesn't seem to help pull the visual auditory and motor together. This doesn't mean its not helping. I'd hate to think how poor he might do without it.

January 5, 1977

Cedric's first session this New Year. Much of our lesson now is routine. We began with NIM which seems to put the session off in a good mood. Cedric enjoys this. One thing I did and will continue to do for awhile is review the card from the previous time. This gives Cedric a chance to see and hear many of these words twice. It gives him a chance to pick up more words by sight and I think gives him a sense of accomplishment.

There seemed to be less confusion in the rest of his work today. We used completed pages of Sullivan Reader 3 as review.

We worked also on the plurals in the phonics book. For now I'm holding off on the use of the phonics book because the pages we are ready for contain all five of the short vowel sounds. This is too much for Cedric to differentiate at one time because of his lower auditory ability. So I am waiting until I present all the short vowel sounds individually. So far I've presented short a, e, and will introduce short o next week.

January 10, 1977 - Bad weather, no school

January 12, 1977 - Car would't start

January

Cedric was able to make it in today.

We began with review of the first twenty Dolch of the second column. First we read through them. I only had Cedric spell three that he had previously mispelled and he missed one of them. It bewilders me why he can't grasp some of these type things easier. I present trouble words with VAKT and language experience but it doesn't seem to stick. Today I felt very frustrated because Cedric was doing so poorly. I should keep in prespective the fact that with bad weather the continuity has been nill and this could be some of the problem. I'm considering using a Tokbak.

My concern is how to approach putting these on the student. I believe if I put them out, explain what they can do for him, and see if he is willing to use them. I feel that this devise might enable Cedric to hear the differences in sound but some of his problem is in seeing the differences. He has spatial problems as far as b and d and p. His sight is somewhat impaired from previous cateract operations and just doesn't seem to pick up on the letter configuration.

I plan to continue drills in the letter (cons.) sound on sight. We're still working on vowel sounds slowly, I've presented a, e, and i, but don't feel it wise to present anymore.

January 25, 1977

I didn't get the Tokbak out. It was one of the last things I meant to get out and forgot. We did quite a bit of review on the consonants initial today. He seemed to do rather well on this. I have made a set of consonant cards to flash and then call for the sound. We used the first four cards in SRA II to determine the initial consonants of some pictures that appear in the exercises on back. The only confusion came in "v" and "f". I plan to continue a great deal of review.

We reviewed reading words that were thus far presented, Dolch words, and some of the vowel sounds. We did not get into any of the new vowel sounds that I haven't presented yet. Time did not allow. Nor did we have time for NI. I gave him little word cards to take home to study for quicker recognition. I plan to add to these as we work through the programmed reader.

I also dictated one simple sentence to him. We'll try to make this a regular event also.

January 26, 1977 - No show - snow

February 1, 1977

I keep forgetting to get the Tok baks out. I must have a mental block.

I am reviewing like crazy,consonant sounds, vowel sounds, and word s presented so far. My big push is for automaticity and quickness of response. We drill on the word cards. He doesn't want to say them quickly. He wants to work through each one. But I'm going to continue to push more.

I also took the compiled list of long experience sentences and made a neat printed copy for him to take home and study.

This too, he wants to point to each word and break his sentences up. There is lack of smoothness.

We did read some completely independent work just to see how decoding would go on something new other than the programmed reader and SRA.

On Thrusday we will continue some independent reading but also pick up on the NIM again.

I also skipped giving a dictated sentence. I forgot it wasn't planned. So Thursday I'll include this also. It gives the student a chance to make a motor response without having a visual input but giving an auditory input.

Feburary 3, 1977

Cedric was extremely nervous today. He said he took some pills before he came over. He was awful trembly. We spent a great deal of time reviewing reading words. First we flashed the words, then we spent time making sentences and phrases with the word cards. This type of practice seemed to be of benefit.

Since Cedric was nervous I felt it not best to push for quickness like I'd hoped.

It is interesting to note that on the independent reading Cedric did better than what he has done in the Sullivan Reader. I feel the close discrimination necessary in the Sullivan messes him up a bit. Where the words in the New Stories book were more easily discriminated.

He also did well on the dictated sentence.

We reviewed short vowel sounds again- we're getting there.

Feburary 3, 1977

We spent a great deal of time working with the word cards--flashing them first. Then I would say a sentence verbally and have Cedric pull the words together to form the sentences. This was a good portion of the session. It eliminated many of the visual cues given by the Sullivan Readers. Our session then moved into the work on the Dolch list. This week I cut down on the number of words. I spent time drilling for speed in spelling. The remainder of time was spent in the Sullivan Reader reviewing pages assigned and introducing new words that will appear in the pages assigned for Thursday.

Feburary 10, 1977

Cedric's session began with forming sentences from the word cards. We did not flash them this time. We did considerably better today. There was less confusion with has, is, and had. He does spell the word to himself before he looks for the card to put in the sentence. However he sometimes will spell the word correctly and grab the wrong word card.

All in all the session went smoothly with work in the reader, with the Dolch test, and in the More Stories readings.

For further work on vowels we worked on endings such as ob, it, at, an, and ip determining first the sound each made and adding various consonants to see how they formed words. Some words were nonsensicle. We did some review of short vowels sounds in Phonics We Use and he seems to be hearing a, i, and o and u fairly consistently.

I've not been using NIM for a while as I would like to build his vocabulary first.

Feburary 15, 1977

Today we used our words as a finding activity. I placed about half the cards on the table then I would call out the word and he would find it. These simple little activities help Cedric with some instant recall of words. He relies heavily on spelling the word to himself first before he finds it. It seems that he has to say it auditorily in order to visualize it.

I took a bit of a risk and asked Cedric to spell 30 Dolch words. He did well and only missed 5.

I had hoped to move on to some basic intro of blends but in reviewing vowels we got bogged down.

Feburary 17, 1977

Cedric arrived on time as always. This man never varies by more than five minuites. We worked on the flash cards first. I gave him a set of cards for the second half of the Sullivan Reader 3. His recognition is still not automatic as he still verbally spells many words befor he pronounces them. His errors seemed to diminish a little this time.

We spent our usual time on the Dolch words. I do hope to use the flash Dolch cards next time. He is pretty confident of them as they are in their lists on the sheet.

The Tok bak have been setting on my desk for the past two sessions. This is my way of gradually introducing them.

Short "e" vowel is still giving trouble.

I introduced one blend "pl" as it pertained to several Doch words we had to work on.

Again I did some repetitious drilling on the Dolch words before he left. From conversations we have I gather that he seldom if ever has anyone help him. He is at home through the day and is quite reluctant to let anyone know he can't read. He brings all of his work in a large manilla envelope. So he could be teaching himself incorrect responses at home and not realize it at all.

Feburary 22, 1977

As I finished up today and was preparing to make Cedric's lesson plan for Thursday, I noticed I'm not following our former guide in any shape or form. I seem to be on my own little tangent. One reason I beleive I am off the beaten rack is that Cedric takes a great deal of time to grasp some things.

I don't believe I mentioned teaching the word endings to learn the vowel sounds. For example it, at, et, ut, and ot, then we'd take those endings and form all the words we possibly could. In todays lesson he used these endings to decode some words he didn't instantly recognize. This method is being used and developed by another teacher, Bob Gossom, who is working with level one students in our center. We seem to be making progress right now. I hope that the time I'm off having the baby doesn't slow us down.

His independent reading was much smoother today and his decoding quicker. In the upcoming sessions I want to incorporate using the newspaper.

Feburary 24, 1977

Cedric did well today working with almost everything in general. His general nood seemed relaxed more than usual.

March 1, 1977

Repetition is the name of the lesson. I used Dolch words cards to review. I pushed this time to pick up speed, it got him all flustered, but I think if I don't he'll never get any farther. He wants to spell it out, (slowly I might add) and then try to recognize. I want him to get some more automaticity so I plan to keep pushing. That's my emphasis for the next few sessions to see if I recognize any more automaticity.

March 3, 1977 - Truck broke down

March 18, 1977

Cedric was nervous today. He said he felt poorly, had been to the doctor for his blood pressure. The doctor had told him to calm down, take it easy, so I didn't push him today.

We reviewed all the Dolch words that he has had so far. He really didn't do too bad. They were not quick, but he didn't have to hesitate too long. Our Dolch cards are not complete so for next week (or rather Thursday) I want to complete the list so we won't have to shift to the word sheet. Many of these words he knows from practice or rote memory.

It seems like we just didn't get rolling. We're into so many things that we can't get everything done in an hour and a half.

Cedric finished his pgm. reader 3. In giving him time to complete test 4 on his own. He got it all correct but when he read it aloud he made several mistakes. I went ahead and gave him the 4th reader but only assigned 3 pages so too much was not introduced at once. I urged him to continue reviewing through book 3 because its what book four will build on and its important to remember and know what we've previously learned. Continual review is necessary on "ing", "ang", and "ung". Part of the problem is not knowing or being sure of his vowel sounds. Which I have more work scheduled on.

March 10, 1977

Cedric was more settled today. I did complete the Dolch cards of words he has had. He did satisfactory in reviewing. I have not presented any new words. We are reviewing (for spelling) a column at a time.

We reviewed vowel sounds with Power Kit sheet 14. This was really work. He has a horrible time hearing "a", "e", and "i". The short "o" and "u" are the closest to being part of Cedric's workable sounds.

We are also working in the Specific Skills Series, working with sounds. So far this has dealt with beginning and ending consonants.

He took a pretest on blends. It wasn't a true pretest since I had done some work with "r" and "l" blends with him. He by no means showed a mastery of the blends. So we'll continue to work on blends with transfer word list and any other relevent material.

I think at this time we will work slower through reader 4 so Cedric grasps the new word endings. Hopefully time will tell.

Cedric did bring pictures of his family to share with me. This made me feel good. I feel that Cedric is relaxed with me as a teacher and does not feel negative towards me.

March 15, 1977

Review, review, review. That's the name of our lessons.

I gave Cedric the first 30 words on the Dolch list. This was a great task for him. But he only missed one. This was real good for him. We then assigned the second list of wowds.

For vowel review we used some consonant-vowel-consonant combinations.

March 17, 1977

I decided to begin with the Sullivan reader today. Usually we begin with Dolch words. The reading is ok. He lacks security in what he is reading.

We didn't get to vowel review today. I did give him a page in specific skills book on "s" inflected endings. This work was done independently which I would like to see Cedric do more of.

I did give the pretest on consonant digraph. He did well on the ending digraph. Part of this is due to make up of test. For the ending the student circles the sound he hears. In the beginning he writes the sound he hears. On this part Cedric did get the first letter correct but did't include the "h" with any of them.

Back to the Dolch words a minute. With the flash cards he often wants to spell them out to himself. I ask him not to spell them but to try to go by recognition. This speeded up his responses considerably. So possibly I've let him use that as a crutch too much.

I find it hard to know how much to push Cedric. He can become a bundle of nerves so quickly. Yet I know he needs to move quicker. This problem was never resolved and had to vary with sessions.

March 22, 1977

Cedric announced today that he will be going to Indianapolis for some test to be run on his high blood pressure and diabetes. It is fluctuating so greatly that he feels poorly because of it.

Before beginning the Dolch words I reminded him that I'd like him to try saying the word before spelling it. He did fairly well. However sometimes when he misses one it then shakes him and he misses many more. We are still reviewing the first four columns as far as spelling and recognition.

The rest of our session was in connection with the reader. We took the word endings and did a lot of short vowels and blends. For example we would take "ick" and make sick, Rick, etc.

I also introduced "s" inflected ending and gave a page in sounds to work with independently. He did fine..

March 29, 1977

Cedric's lesson began with some independent work in Working With Sounds, (part of Specific Skills_. I had assigned three pages to work. He does better on some of the Dolch words when they're used in context.

March 30, 1977

Cedric came in a day early for his session because I will be gone tomorrow for a group discussion.

I had thought possibly having the sessions back to back I might possibly see some retention on the Dolch words and other materials. This did not seem to be the case. The words that are presenting difficulties are still presenting difficulty.

Cedric had asked today how he was doing or rather how I thought he was doing. This really made me feel on the spot because I have often thought he will never learn to read. Obviously I couldn't tell him that. So I took the approach of how do you feel your doing and pointed out different activities that he could now do. Ye he could see some progress. I did note to him we had a long way to go but I could see progress from the time we had started working together.

April 18, 1977

Cedric called today he's ready to come back. So we'll be having a session tomorrow. He's been at Indianapolis for a series of tests for some health problems.

April 19, 1977

Cedric's lesson began with some general chit chat to see how his tests had gone and how he was doing.

In preparation for the Dolch words assigned for this week we read through the words. He then took a spelling test over these words. He missed one out of ten, "sleep" was spelled "slep". We took only the next eight words for two reasons. One, I'm trying to cut back on the amount of time spent on spelling so we have more time for phonics and reading. We are a bit ahead of ourselves on the Dolch words in the old reading guide. However many of the "w" words of the Dolch words are important to the first levels of reading, so I don't want to let them stay aside too long.

We are in book 4 of Sullivan about page 37. He is not or should I say today was not very efficient in putting the word sounds together. So we're going to do some review through the first part of the book. We'll also be going back to words presented in book 3 and review.

The work in the Specific Skills book seems to be going quite well. He didn't miss any of the main ideas. About four words stumped him,"Jane, guess, pony, and umbrella". My procedure with these specific skills is to let the student work on his own and arrive at his own conclusion. Then go over the paragraphs letting the student read aloud. This gives the student time to see the paragraph and a chance to read it before he is asked to read it aloud.

April 21, 1977

Cedric was back for his second day since his test's were run.

Our review of the Sullivan pages was not as good as I had hoped. I don't feel that we've done well in retaining the progress we seem to have made. I did not make any additional assignment but assigned him to review the Sullivan pages for mext time.

In doing review at home Cedric doesn't have anyone to monitor if his review is correct, because he is home by himself during the day. He also tries to cover up his inability to read and doesn't want anyone to know and probably does not seek out the correct information. So I question.

April 26, 1977

Cedric was not doing to well today. Especially on the Sullivan reading book. When trying to sound out words he had a great deal of difficulty. As of lately the rhyming words have given him more trouble than usual. I think this is due to the complexity of some of the words we're getting into. For example match. There is just enough more there than the regular CVC pattern. I think some heavy review is in order before we go much farther to assure some over-learning.

With Cedric, as with Brad, I want to begin some more neurological impress. Not with SRA though, I don't care for the material there. So I plan to use some of the Xerox publications for Neurological Impress.

April 28, 1977

Cedric had more trouble today, especially with "et". We are experiencing many of the same difficulties that we have in several previous sessions. We'll be trucking along and all of a sudden the whole system falls apart. Wild. Then the carry over is gone. This breakdown seemed to be in working with words in isolation as opposed to reading. However there are times in reading he'll start to completely miss every word, even words that he does know.

He does seem quite pleased with himself to be working along so well in the Main Idea Book. This seems to bring a smile of satisfaction to him.

May 17, 1977

Today was our first session since I took off to have the baby. He had some doctor's appointments last week and could not make it in.

We started with Dolch word flash cards. There were many of the typical reversals and spatial organization problems. "On" for "no" and vice versa. "For" for "from" and more.

In the main idea book Cedric seemed to experience some frustration. He was quick to defend his mistakes before he even knew if there were any. This is, as I see it, quite normal as the L.D. has experienced much failure through the years. I did not cover with a super position statement but rather a more realistic approach. Let's go through them and see if that's the way it is. He in fact had made no mistakes Several words had stumped him. But he was still able to grasp the main idea by the content of the paragraph. This to me was the most important thing in our session.

May 19, 1977

We tried something new. I started what I will refer to as our "newspaper workbook". It consists of clippings that the student can read most of the words and making some exercises to acompany them. The page I made up today dealt with a tent add from Wards. He evocked through the paragraph together. He figured out many of the words like "cabin" but then in reading he would have to refigure the words. All the new words over. None seemed to stay with him in a short span of time. I am going to use the same add with Brad this evening to see if this problem exists for him also.

The rest of the session was not anything new. We didn't get to Dolch words or spelling or the Sullivan Reader. Where does our time go?

May 24, 1977

I noticed some more confusions that are L.D. traits today. For example "made" was "maybe"; "drink" was "brink"; "for" was "from".

Our work on the newspaper articles seemed to inspire Cedric. He made a comment about how he'd been looking at the paper more. Some things he said he could read and others he couldn't. Todays news clipping was a rabits and had a much easier vocabulary to it. I am trying to show Cedric how more difficult words can be broken down into familar parts. For example habit. We can look at the CVE combination of "hab" and sound it out phonetically. Then we know "it" says it. Put them together we have habit. We did the same with cot/ton/tail and sum/mer. He did well on this today.

May 26, 1977 - Much the same.

May 31, 1977

Cedric still seems to enjoy working on the newspaper workbook. Today we worked on a corn seed advertisement. I'm still stressing the work on breaking a word down into its smaller more workable parts.

We started work in the Following Directions (Specific Sill Series) book. He did quite well in this book.

It certainly seems that progress is coming right along.

June 2, 1977

Cedric's progress seems to be continuing, and to think a week or so ago if asked if he should continue working, I very well could have said no. It just didn't seem to be going anywhere. One should probably not be so pessimistic about progress. But it is difficult at times.

June 7, 1977

We had a good session today. I did notice Cedric had some difficulties reading some numerals in the proper sequence that they appeared in some of our reading material.

Cedric is really using his reading skills to attack new words. We worked on such words as program, provide, diet, and adoption, breaking them into syllables and workable familiar parts. An encouraging session.

June 9, 1977

Cedric had something personal happen to him on his way to the session so he was quite nervous and wanted very much to talk about it first. Which we did. As I think back I don't think I used much of the counseling technique that we were given in an Indiana University workshop. When you (or at least I) get wrapped up in a conversation, I forget to use those techniques of reflection, etc. None-the-less he needed to talk before he could settle down to work.

Then our session went as usual.

June 14, 1977

Cedric did not come he is doing some construction work on the side.

June 16, 1977

Cedric has still not completed the construction work.

June 21, 1977 - Construction

June 23, 1977 - Construction

June 28, 1977

Returned did well on the work.

November 2, 1976

I had a great deal more anxiety over metting Brad becaues he was brand new to the program. There were no pros or cons. For me the unknown can build up anxiety.

Brad arrived early. I thought that this may be why he was uptight. We had not been ready for him as he came a whole hour early. But later I found out from Bob that he had said he came early just to see where the center was and and had to eat supper and would return. So the waiting probably did not set the mood for the testing like I previously thought.

Bob introduced each of us initially and from there I took over. Brad was quick to point out that he knew his numbers but couldn't read. Since Brad had not been in before it was necessary to determine what level of the Slingerland needed to be given. Bob had suggested that we have him read down the Dolch Basic Sight Word list. He could only read the first few words and had trouble with about, across, and even began to ask if he was correct. I said that was fine while Bob went for form A. I remember saying that we were only trying to find out how we could help him. I think I was already feeling the tenseness in Brad. And I thought if I could some how get away from making him feel like he was a in a testing situation it would ease the testing. It didn't. Everything during testing was tense, after he finished the first test he slammed the booklet down and tossed it towards me. I felt like the sooner I got this over with the better for me and him. Bob stopped taking notes so it would not make him anymore uptight. When it came time to do the subtests where the pencil is to be placed on the floor and booklet turned over, the pencil was thrown down, never placed quietly. When he picked up his pencil he slapped the booklet over many times he would do the first and start looking ahead. All this was very distracting to my observations during testing. I considered at one point stopping and giving Brad a break, but still felt he wanted to get this over. For this reason (the entire atmosphere of the session) I felt something needed to be said after the session to ease Brad so he would return. So we discussed how far he was driving and would another time work better. He had a difficult time deciding or saying what would suit him better, so we came up with a time that was half hour earlier.

Brad's last comment was "Next time you can tell me how bad I did." Again I reassured him we were only trying to find out how we could help him most. I said that because I didn't want him to walk out with a negative remark ringing in his head. Now I'm not sure that my final statement had much of an impact but I tried.

November 2, 1976

Brad came to the center for the first time. He arrived early and we were not ready to begin testing. I mention this because it might have some bearing on the sessions atmosphere, particularly since this was the first session. The testing situation was quite tense. Brad was quick to point out that he knew his numbers but couldn't read. We gave him a list of Dolch Words to determine what level of the Slingerland to give. Level A was given. Brad experienced difficulty in spatial and temporal organization. He did have left to rightness and was considerably more efficient with his numbers.

His tenseness was constant throughout testing. I considered giving him a break but thought possibly he'd just as soon get it over with, so we prodded on. I did feel a need to talk with him after testing to try and give him some feeling of ease as he left. We did talk about how far he was driving and work and was this a convenient time. We did decide to move sessions up a half hour so he can be home sooner.

At the next session I want to make a special effort to try and set up some repertoire. Also we're considering starting Brad on some material that he can see some success before continuing with the cognitive mapping test.

Brad's last comment was "Next time you can tell me how bad I did." Again he was assured we were only trying to find out how we could help him most.

When Brad was giving off his negative vibrations, I felt uneasy. I didn't feel that I was doing anything wrong but wished I could do something to alleviate the situation.

November 4, 1976

Brad was a half hour early for his session.

I administered the Cog. Mapping Survey. I tried to make directions as simple as possible and then sat on the other side of the partition making myself available for questions. He was going so quickly that I decided to check. He was running the cards through the machine and just stacking them. As tactfully as possible I intervened. He immediately assumed responsibility for the error. I said I had not probably made myself clear. I then gave a few items orally. He was reluctant to take over again so I continued giving the items orally.

Everything was yes or no. I tried to keep a blank expression so as not to influence his decision. I feel my sitting there was not the best way to give the survey but it seemed necessary.

Following the survey we discussed his hunting and fishing, which he mentioned during testing. On his way out Brad had difficulty walking and talking to me at the same time without stumbling.

November 16, 1976

Brad was again 25 minutes early. I had felt he maybe early before I left that afternoon so I pulled together the materials I would need for the evening.

We first did the Jordan Aud. Test. I made sure I sat beside him. He did turn his head towards me when I spoke.

On the Visual test there was a very slight flicker of Brad's right eye, which looks scarred or damaged around the pupil, when tracking sideways. Again Brad seemed to be uptight not as much at first, but it seemed any testing type situation even when called a survey brought this about. On the handwriting section I chose a low level SRA to be copied because I felt that the sentences I wrote for Cedric were not long enought to observe his eye patterns.

The problem I had with Brad was the place we worked. The desk was pushed against the wall so I could not get to a position to look at his eyes. So this part of Brad's test was not to vaild.

I briefly explained the Cog. Map. Test using basically the explanation on the students sheet. This time I used the explanation above the section, but I still feel I rushed too much and didn't make it clear. He had no comments or questions and that's why I felt it did not make sense to him.

In our mini-lesson Brad was a bit reluctant in adding his voice to the writing. What really broke the ice was when Kathy and her student were working and part of there lesson could be heard he seemed to relax and participate more freely. I think the thought that he was not the only one with problems helped.

At the end he shared some personal information about family, job and school that makes me feel some trust and ease is coming about.

Question: Is the Cog. Map important to explain? Does it only confuse the student?

November 18, 1976

The written part of the Jordan was administered first. Some parts were to difficult and omitted completely or in partial. For the most part the testing went smooth enough. I forgot to read the chart to Brad before he copied it which should be done. Even though the student can't read it gives him some idea what he's copying.

It is interesting that Brad knew there were 12 months but didn't know but one of their names. Again he was here before I got here which gives me some indication that gross time is not a part of Brad.

He seemed to be just a shade more relaxed during the testing and at least could smile at various points within the testing where before he all but scowled.

After completing testing we went into a review of the words and sounds from before. To begin we wrote just the letters on the board l, a, s, t and just reviewed the sound from recal. He did quite well, so we moved on to review of the words and language experience sentences.

November 30, 1976

Brad's lesson planning caused little frustration as I had done my worst struggling with the guide for Cedric's lesson. Again I made sure that all was pulled together before my supper break because of his early arrival.

He was ahead of time. We proceeded with the lesson which was basically following the guide using the steps as they appear. Since the guide does not state how the transfer words are to be used I used them in teaching the sound dictionary. First I gave the student a chance to think of words with the sound in a particular placement, I would also interject some and refer to the transfer list if we both got stumped. Then I gave the student a chance to copy from the board two words beside the words that were already given. We use these in reviewing the dictionary.

December 2, 1976

Brad wasn't quite so early as usual. For once I was there before he was.

We did quite a bit of reviewing going back to some stuff we had worked on two or three weeks back. He had good recall and seemed to catch on so quick to the Dolch words through VAKT. His reading of sentences aloud is so smooth. It's evident that he is working on these things at home. We made cards for our words tonight. Also I varied the medium Previously we had used chalk and board, tonight we used materials writing at a table. I felt this appealed to him. At this point out of a list of 10 Dolch words he knows at least half or more.

December 7, 1976

Brad seems more relaxed at the center and when coming in. He came in the front door as I came in the back and greeted me with a big wave.

We worked on beginning, middle, and end consonants using the transfer word list. I felt he had them down so I gave him the post test on phonics. Wrong he missed only one less and the others were the same as he had missed on the pre-test So--its back to reviewing some more, somehow in a different manner as not to be repetitious with the same material. The phonics chart is not arranged to my liking. It presented p in initial, medial and ending placement, then went on to the next consonant. Now I did modify this to introduce all beginning consonants, then ending, then middle, but still I feel the shuffle of papers had some confusing problems with it. I think one thing we'll do in redoing is use VAKT with the consonant sound and the writing and saying. Also the letters on cards to say the sound when pointed, too.

Brad said in closing he was going to make a list of the words he knew so we wouldn't need to go over them.

December 9, 1976

I always feel draggy about coming in on evenings to teach, but Brad is catching on so quick that I'm always pleased with the progress he makes and how much we can accomplish in one evening.

There are only a few consonants that he is having trouble with. Tonight we worked on short a and we found many words he could easily read with the knowledge of his consonants and VAKT plus his sight vocabular is building up

Next time we're goint to begin Neurological Impress and the Sullivan Reader. When I mentioned that we would be getting into the Sullivan Reader he seemed pleased.

He does go over his material at home, its quite evident, and his retention of past material is good.

All in all Brad is doing quite well and its encouraging and rewarding to work with him.

Note about the short vowel test: In giving the short vowel phonics test to Cedric I found it confusing and quite difficult for the student so I turned it over and wrote 1-6 listing a,e,i,o, and u on each line so the student only had to circle the sound he heard. This may completely blow the test, but it did seem to be easier to explain and give directions.

December 14, 1976

Tonight was Brad's birthday. We had some birthday cake from a party in the afternoon so we offered him a piece of cake.

In reviewing material already presented Brad only hesitated on one Dolch word "again". We also began in the Sullivan Reader tonight. He picked up on that real quick, also. The Neurological Impress was rough for the first time, but its hard to get used to this method.

Progress just moves along for Brad. He told me he had learned 65 new words since he came here.

January 4, 1977 - No school bad roads

January 6, 1977 - More snow bad roads

January 11, 1977

Brad forged thru the bad roads and appeared around 7:00 this surprised me a bit.

Our work was nothing out of the ordinary.

I chose to review card 1 with Brad as I had done with Cedric. My thoughts as I expressed before was that they would have double exposure to many of the same words. This method still gave Brad a great deal of difficulty.

We are still working on short vowel sounds. The short "i" was introduced this evening and a review of "a" and "a". Brad had some difficulty distinguishing the difference between.

January 28, 1977

Brad arrived eager to work. He had his work all completed. We tested on the second column of Dolch words. There were four missed that I didn't feel was bad at all considering the time that had elapsed between meetings. We did some consonant review and review of reading material so far. He seems to have no difficulty putting sounds together for one syllable words.

The rest of the vowels were introduced also. Some of these still give him some difficulty short e especially and short u. We have not had that much work on them yet so time will surely help.

I am so pleased to see how quickly Brad picks up on things. I honestly don't feel that its that I teach well. He is just eager to grasp and does pick up on things quickly. He should gain a great deal once we get consistent good weather. I am making far more independent assignments for him to do at home.

February 1, 1977

Brad arrived. He seems to do well on his independent work at home. There are some mistakes but we review what he has done at home. The vowel sounds are coming along. E and a are causing some difficulties yet. We have been doing review on the consonants initial and final positions.

February 3, 1977

Brad's work session was good. Not a great deal to say.

February 8, 1977

Brad has such good recall. I decided to increase the number of sentences dictated. We did seven sentences using the words thus far presented in Sullivan. Three of them had no mistakes.

I am trying to teach Brad to recognize endings and their sounds ib, ob, ub, etc. This is difficult for him at this point. For example we introduced Gus. I asked what does us say in Gus when you leave off G. He gave me a response of us. Vowel sounds are clearer to him for a, o, but not so on the others yet. I do plan to introduce some blends. I'm giving quite large reading assignments to do at home. He seems to be able to handle this quite well.

February 11, 1977

Session ran smooth.

In the independent reading Brad didn't even hesitate on the word olive. I asked how he knew that word, he said "by the picture". It was really a poor replica of an olive. So I said so. He said, "well I knew o said o. He did quite well again. We reviewed the Dolch words 3 and 2/3 lists. He only hesitated on one or two words. Much progress in store.

February 15, 1977

Brad is moving right along. The blends which I began introducing last week do not seem to be giving him much difficulty. I completed introducing the two letter blends on Thursday we'll get to the 3 letter blends. We reviewed short vowels with an ending type approach. By this I mean at, et, it ut,and ot. Then I would place a consonant before the ending and ask for the word. EX; at mat, fat, cat. The short e is still causing some difficulty.

When we are doing independent reading aloud Brad is miscalling some of the little words. Some that I noticed this evening were the and this. I brought this to his attention as I feel that in more complex reading he may tend to overlook some basic words and miss the point word on grammar. When we use language examples sentences and Brad must copy them he often adds capitals in improper places. I point these out, also giving simple grammer explanations. This could be easily overlooked but since Brad is experiencing a great deal of success. I figure he can handle this constructive critism. Proper basic grammar is important to writing so others will be able to understand you.

Brad does have a brother he would like to write. I offered to make a lesson out of this some evening. So we'll see if he takes me up on this.

February 17, 1977

Thursday nights seem more difficult to get motivated for since the week is almost over. Brad acts this way too. He has an hour drive to get here and just doesn't have the pizaz the second evening. It is also less time for him to get work done between sessions. He really has only one evening in between to get it done. He's recognition is still quick. There are times I feel that I am boring him with some of the repition so I try to move right along. Especially on the Dolch words. VAKT seems to bug him but he still does it and I feel he still needs it on the words he doesn't know.

February 22, 1977

Brad said this evening his wife felt he wasn't learning much. This is quite the opposite of how it is. He has learned a great deal since he started in our program.

In reviewing the Dolch words on flash cards he only hesitated on 3. He was saying them faster than I could turn them.

We finished up Sullivan Reader 3 this evening and I gave him Sullivan 4.

I am discouraged that he didn't do as well on the phonics short vowel test as I had anticipated. Auditorally he can't pick them up. When he comes to a word to figure out he does ok visually. So its back to the drawing board. Next time I'll say words behind him and have him tell me the vowel sound.

February 24, 1977

Brad and I both seem to run out of steam on Thursday night

We get things done, but were both on our last leg.

I did give Brad the blend pre-test. This will not be a true pre-test as I have presented many blends already to him.

I need to come up with some fine auditory discrimination activities. I haven't yet pin-pointed what sounds he has more trouble discriminating.

March 1, 1977

Brad arrived early and was planning on leaving early so we pushed through a great deal of review and new material. My plans with Brad are to push him as far and fast as he can go since he does pick up things quicker.

March 3, 1977

It is interesting to note that Brad is learning quicker but he doesn't seem to use phonics to decode words. It's like a sight word approach that he uses.

We got to work a full session this time.

I gave a pre-test for consonant digraphs. The test showed a need for additional work. Which we did do, plus I assigned some pages to be worked concerning digraphs. We then reviewed vowels and then blends.

March 9, 1977

We reviewed vowel digraphs. These seem to give Brad difficulty. Last night he seemed tired so maybe this affected his attention span for the evening. It baffles me how well Brad can read yet not use his phonics to well. I wonder, if its important if he's able to pass the phonics test or not? As long as he can read how much phonics is necessary?

Hearing specific individual sounds seem to cause problems. Not so on single consonants but blends, vowels (short), digraphs, beginning and ending.

March 10, 1977

Brad is working steadily along. The Dolch words are coming along fine. In review of 30 at a time he only missed one.

I see no definite change in how I will be presenting material to Brad in the next few weeks. I am trying to give him things to do independently while he is here so that the 1 on 1 will be cut back. I feel this is important to his ability to be successful on his own.

March 17, 1977

Brad arrived 15 minutes early. He beat me here again. Somehow that irks me. It doesn't give me one minute to pull my head together.

We reviewed phonics. He has a difficult time with short vowels and consonant digraphs. Neither of these are down pat yet. So we'll plug away some more. His reading seems to be a sight vocabulary type. Even though I've not taught it as such. I would like to see him use phonics more.

I hope that our foundation is not too wobbly or it may all come tumbling down soon.

March 22, 1977

Brad was early again. Our lesson was much like the previous one. More work on digraphs. I listed the digraphs on a sheet of paper and had Brad give me the sound. Then I would say a word and ask him with which combination the word began with.

March 24, 1977

There are about four or five Dolch words that give him difficulty. We continue to work with the words on flash cards. I present ten new words with VAKT and language experience. I had Brad write a paragraph using his Dolch words at home as an assignment. This was the wrong thing to do. I should have known better. On several lessons I had him write sentences and he had done ok on those. He obviously needed far more introduction than I provided.

March 28, 1977

I moved Brad to a Monday evening because I had a doctors appointment for Tuesday afternoon in Evansville.

We did a thorough review of the Dolch words. Brad is having quite a bit of difficulty with the w's. Or should I say more difficulty than he has seemed to have previously.

I finally remembered and had time for the pre-test on ending consonant blends. He did rather well on this only missing 2 out of twelve. However I'm not sure that the present pre-test is that accurate. For example: If the blend is "ld" at the end of the nonsense word his choices were "lf", "ld", "lp" and"lg" or I don't know. With those choices he can pick it out simply by the last letter of the blend. The rest of our lesson included vowel review, consonant digraph deview.

Some new work we began today was "Getting the Main Idea". We worked only one page but he did quite well. His oral reading is poor but he does understand what he's read.

We're going to do some review of the first part of Sullivan 4 on Thursday

March 31, 1977 - Nothing significant

April 4, 1977

Brad's review of short vowel sounds seemed to go smoother than on previous accounts. We didn't get to digraphs tonight. I noticed that he is still not sure of these sounds in working out some words with short vowel sounds.

We have completed the Dolch word list. On Thursday we'll have a big spelling review of all words. From here on we'll take words missed in oral reading as spelling words for the next consecutive session. This should help iron out some constant missed words.

April 7, 1977

Reviewed all Dolch words. He got 82% correct. We also completed book 4 of Sullivan.

April 12, 1977

We worked through a lot of stuff this session. The specific skills have been good exercise in using the Dolch words plus picking up some additional commonly used words. There seems to be no difficulty in Brad getting the main idea of what he's read. His comprehension is fine.

The vowel sounds (short) seem to be getting easier for him to produce and remember. The consonant digraphs are still difficult.

I did assign a story out of Reader's Digest "Send for Red". It requires reading a story and answering some questions for our next session. I am anxious to see how this turns out. It may be slightly too advanced at this stage. We'll see.

April 14, 1977

The Reader's Digest assignment was too difficult but not so extremely that we can't do some productive work with the assignment. We ran out of time to work on this assignment sufficiently. So on this Tuesday we'll continue working. The first couple pages I had him read aloud the passages. It seemed to present some problems. I've been wondering if we should read it using the neurological impress. But in reality this is to be material unknown to the student. So I will have to come to some decision on this by Tuesday.

April 19, 1977

We completed the Reader's Digest assignment. It was quite an effort because many of the words were difficult for Brad. I did not use neurological impress. The comprehension questions did not give him any difficulty.

I had Brad write sentences for the spelling words we had for the evenings.

April 21, 1977

Our session began a little later because Brad was running late. His family came down with him.

I am going to discontinue for now the Reader's Digest. It's just too difficult yet and too many words are randomly put in to prepare the student adequately.

I do plan to pick up on Neurological Impress again.

The amount of material available other than Sullivan is limited. Sullivan is so programmed the student can begin to rely on word families to pull him through the reading material.

There are still a handful of Dolch words that Brad doesn't have instant recognition on. We work through these every time with the flash cards. In a later session we will redo VAKT on them. Try some over learning.

April 26, 1977

You should have heard Brad whip off the Dolch words for this session. He has a little more trouble with about 10-15 of them as I have mentioned before.

We finished specific skills Main Idea Book. Brad's comprehension is fine. His reading is not smooth. So this session we began Neurological Impress again. We used the Xerox publication . We had done Neurological Impress sometime back but I felt we needed to work on basic vocabulary some more before proceeding.

There were just too many words in the simplest of material to stumble over. It was like starting over. It takes a couple sessions for teacher and student to find the right pace.

Next session I need to review what phonics have been presented and do some pre-testing and post testing.

Question: At this point I'm considering abandoning this old skills guide and moving into the new program.

April 28, 1977

Brad completed the Main Idea A book tonight. It doesn't seem to mean as much in terms of accomplishment to him as Cedric.

We had a terrible time with "st" blend tonight. It came up in 4 different words. We took them as spelling words to do with VAKT and make sentences for next week. The "st" kept coming out "sl".

May 10, 1977

Brad came in after a week off due to the delivery of my baby.

His retention of what we worked on seemed fine. He is still having some difficulty with "st" blend. He wants to make it "sl". "Sm" is also causing some difficulty.

The Dolch word "must" first will come out "most", then "much". When he takes the time to sound out he can form the word.

We're going to need to go to the board to use Vatk on these words. We have used VAKT with pencil and paper but this only uses fine material. With the board work the gross material skills will be used.

Thursday I will bring in a newspaper and see if we can read some of the captions.

May 17, 1977

Brad's session brought out many of his problems, that continue to crop up. Sometimes it seems that I could tape record the 2 student sessions and have a duplicate tape. These men have so many similar problems as many L.D. students do.

This evening girl was gril. Another very typical L.D. error, on was no, and no was on.

May 19, 1977

I did take the same ad to work with Brad on for reading and comprehension. I was trying to compare the differences in Brad and Cedric by presenting the same material. Brad did remember more of the words after we had read through the paragraph accompanying the ad. However I must admit he did retain many more than Cedric. I came to a conclusion that the ad I chose was a little two difficult. Now on

Tuesday I'm going to use a short story instead of an ad.

Brad did do the comprehension questions. He mis-answered #3. He missed this one because he read price as picture. Making his answer tent. Here is a reason to go over material with the student reading the question and his answers. The problem was not in comprehension but vocabulary, but if I simply graded the answers that would be difficult to pick up.

I am trying to get my students through the phonics test as far as they can go. I want to then compare the results of the old phonics test with the new skills organization when that is run.

May 24, 1977 - Nothing of particular significance.

May 26, 1977 - Brad took a vacation night.

May 31, 1977

Brad seemed to have a rough time of it tonight. He seemed to have greater difficulty distinguishing sounds.

I gave the post test on the consonants digraphs and he blew it. Particularly the beginning sounds. There was little to no improvement here. I am trying to run both students up and through the phonics test to then begin our new phonics test to compare results of efficiency. I did not give items 5 and 6 on the digraphs because of ph and gh. Perhaps to make a true comparison of test I should be giving all items. I will do this from here on out.

To work on some aud-dis. we did a sheet on rhyming words. Two seemed to create some difficulty but it was due to picture interpretation instead of aud. This sheet really wasn't that helpful since it dealt with visual clues. We will still need to work on this problem some more.

Brad's sight vocabulary was breaking down tonight. He has difficulty seeing smaller parts in them.

June 2, 1977

Brad did much better this session. I don't know if he practiced at home but his difficulties were minimal.

The usual no for on etc. still continues and "most" for "must".

We haven't gotten to do much with the newspaper. The time goes too quick.

June 7, 1977

We finally got to the newspaper work tonight. Brad doesn't seem as impressed to work on these type things as Cedric. He didn't do real well on the comprehension questions following the article. One reason could well be that we only read through the article once. However he could have looked back in the article. It was really a sales ad.

I've been lax on the Neurological Impress method and must get back into the swing of it. Brad tries to beat me at words and in the process ignores all punctuation. When I pause he jumps on to the next word. This disregard for punctuation is typical of his reading pattern.

June 9, 1977

We used the News for You paper. Brad seemed to get into this more than the individual cut out pages.

For quite some time now our spelling lists have come from our nightly reading. He usually does rather well with these words. We have not used VAKT with this list of words. I've been leaving the study technique up to him. On several occasions he has commented on tracing these words at home.

The rest of the session was an average session.

June 14, 1977

Our session was geared to finish testing on the old program so next week I can test on the new program.

Brad did move on into Book 6 of Sullivan he'll have his first lesson in it on Tuesday.

June 21, 1977

We did start on step 1 of the new inventory. The areas of noted difficulties were those that relied on the auditory modality.

DIARY OF KATHY GOODWIN'S TEACHING EXPERIENCES

Before coming to this program, my background centered entirely around elementary students. My Bachelors and Masters Degrees are both in elementary education. My first year of teaching was with EMR - primary level students. I have no background in special education. I got through the year by having a supportive and understanding principal, a terrific aide, and a good group of kids. I have also taught two years of fourth grade, two years of first grade, and three years of summer school. In summer school, emphasis was of course placed on math and reading. Here, the ages varied from first graders through sixth graders.

Before receiving a call last fall, asking if I would be interested in working with the Level I Project, I had never heard of A.B.E. I soon learned! As you will see, I had many doubts about teaching adults - all unfounded. My students were great - dedicated, patient (with my "newness"), and enthusiastic. There is a special thrill of watching your adult student become a reader - and he is as excited about it, if not even more so, than you. I do think my experience of working with reading at various age and ability levels helped me greatly as far as providing a basis for 'understanding' the reading process and providing ideas from which to draw.

The reading program, or guide, referred to in the early parts of the diaries is one which our center used previously and from which we worked as the new program was being developed.

November 2, 1976

Before meeting Carol, my first student, I felt rather anxious and uncertain as to what to expect. I had not worked with adult students before and did not know exactly what to do with her! Because this was only the beginning of my second week in the program, I was neither acquainted with available materials nor the methods VAKT , Neurological Impress Method) that we were to be using. I was also concerned with establishing rapport with Carol. Unless she felt comfortable with me, and saw some benefit from the learning situation, she might not come back. Until that first meeting, all I knew about her was that she was in her late teens, black, and had a young son. Carol had been part of the program earlier but loss of teachers and/or conflicting schedules had led to dropping her from the program a while. During this time, she had expressed interest in coming back and asked when she could get started again.

At the first meeting, we were to give the Slingerland Learning Disabilities Test to find out whether our student had learning disabilities. I had not used this test before and did not have a chance to look at the manual, containing directions for giving and interpreting the test, before Carol came in. Therefore another teacher, who had been with the program and was acquainted with the Slingerland, gave Carol the test while I observed. Now I could relax! Had I tried to give the test, without having looked at the directions or knowing what I was doing, the validity of the test results might have been affected. (I might have omitted directions, not recorded observations,...) Because Carol had been in the program earlier, the other teacher knew her approximate reading level and knew which form of the Slingerland to use. (The test has several forms based upon varying reading levels.) I'm not certain how to tell which form to use with a new student. If too simple a form is used, perhaps learning disabilities would not show up. (I wonder if learning disabilities are more apparent as a frustrational level is reached.) On the other hand, if too difficult a form is used, the validity would also be affected. Perhaps some informal diagnosis (talking with the student to find out how much or what type of materials he reads, how much schooling he has had, 'quick' reading from different levels of stories) could be made before the test is given. I also wonder how threatening it is for a student to walk in and be given a test, even though we try to explain that it's only being given to help us find out more about how they learn.

By observing the test being given to Carol, I was able to take notes on the administration of the test. But perhaps more importantly, I was also able to observe her in a work/test situation. I was looking for 'clues' that might help me understand her, or her work habits. I was still trying to get as much information as possible about her before I worked with her alone.

Carol was very expressive - smiling easily, shrugging her shoulders, frowning if she did not know an answer. Maybe I can get clues from her 'body language' as to whether she is grasping the material, getting tired, or becoming frustrated. She also asked questions during the test so perhaps she won't hesitate to ask if she doesn't understand something during a lesson. I also noticed that if she wasn't sure of an answer, she at least tried to answer. In one instance, she thought quite a while, and then came up with a correct response. I must remember not to rush her to answer. If hurried, she may feel pressured and respond incorrectly or not at all. Especially at first, I want her to have as many positive and successful experiences as possible. Lack of self-confidence might make her hesitate, even if she is correct.

Observations during the test:

Given a choice of two charts, placed side by side on the wall, from which to copy a story, Carol chose the left chart. Also, when underlining, she consistently went from left to right. This left to right directionality is, of course, important in reading, as we read from left to right. As she copied the words from the chart, Carol usually looked up only once on each word. This leads me to believe that she can recall the visual pattern (of letters in a word) that she had seen. Her writing was smooth and fluent - 'automatic'. The smoothness is also important in reading, as is seeing the visual pattern - seeing letters in correct sequence as a unit, rather than individual letters side by side. When orally given words or sentences to write, as well as when copying from the chart, Carol used capitalization and punctuation. To me, this showed that she is at least aware of punctuation and has a 'sentence sense'. This awareness, when carried over to reading, helps in understanding what is read. For example, a period ends a thought and exclamation marks conveys excitement or fear.

Grading the test later was very difficult - and frustrating. The manual appeared to give conflicting directions from one subtest to another in evaluation of responses. Part of the problem was probably that I still had not read the manual from 'cover to cover'. I tried to take information from only the part of the manual that I thought applied to the subtest I was evaluating. This just won't work. Too many factors are interrelated. "If all else fails, read the directions." Only after careful reading of each part of the manual, referring to the student's test for examples to follow, and examining each test according to the detailed evaluation form, did the material start to fit together. Still, correcting seemed very subjective, especially when evaluating the student's handwriting on the subtest copying form a chart. Is "a" an error or poor letter formation? What about "family" - into what category is the spacing difficulty noted? By discussing the manual with the rest of the staff, and by going completely through one student's test as a sample, we established some guidelines that our staff would use in evaluating each subtest. We hoped to remove some of the subjectivity of 'grading'. We had each been through at least one student's test individually so we were at least acquainted with the manual, evaluation, and scoring. Had we not had some prior knowledge before we met as a group, we would have wasted much time just grasping the basics when there are enough details and fine points to be worked out! We brought our individual interpretations and understandings and then were able to draw on each other's knowledge to come up with a better grasp of the test. Careful reading, examination, and understanding of the manual is imperative before accurate evaluations can be made.

Looking at Carol's test, I discovered several transpositions, such as "sporst" for "sports", "faimly" for "family". This shows that there may be a temporal, timing or sequencing difficulty. The ordering of letters is an important part of reading. Seeing or not seeing individual letters of incorrect order in a word can change the meaning of a sentence ("on" in place of "no"). I wonder if temporal ordering also affects seeing words in correct order in a sentence? ("The dog here is."

instead of "The dog is here.") Carol began to mark "lad" for "lab" but corrected herself. She must be aware of directionality of letters ("d","b") but may need to make this awareness more automatic so that she does not need to stop and think "Is this a b or a d?" There were also indications of inversion of letters on her test, such as "gradnal" for "gradual." This too affects the visual perception of words when reading.

The area of the test showing up most difficulties was phonetic oriented. When writing beginning sounds of words I had pronounced, Carol substituted "s" for "sh", "f" for "th", "c" for "ch", "l" for "v", and so on. I need to find out whether she does not hear the difference in sounds or if she simply has not been taught them. Also, I wonder if the black dialect plays a part in this. If so, I need to find out how to work with this area.

Now that I am aware that Carol confuses "n" for "m", "b" for "d", "u" for "n", what do I do to 'correct' it?

November 4, 1976

I really looked forward to Carol's coming today. Since I had met her once, my anxieties were gone. Also, today I was to give the cognitive mapping test. This test helps identify the way a student prefers to learn. It consists of a series of cards which can either be read by the student or used with a card reader machine, depending upon the reading ability of the student. The student must decide whether the statement on each card reflects his views "most of the time", "some of the time", or "hardly ever." He then places the cards in one of these three categories. The results are tallied and'mapped' to show a student's learning preferences (whether he prefers to take in information visually or auditorily, whether he prefers to work alone or in a group...) Because I had attended a 3 day workshop on cognitive mapping, taken the test myself, and discussed the test and evaluation of it in a group with our staff, for once I felt I knew what I was doing! I was still anxious to get to know Carol better. By mapping her responses and then discussing the map with her during our next class period, I hoped a good opening for discussion would be established. There are still questions I would like to ask her but am not sure how to do it'tactfully'. I would like to know more about her background, her past educational experiences, what made her decide to come to our program, what her goals were as far as our program, etc.

When Carol came, I explained we were giving the survey to find out more about her preferences in learning. I then told her how to go through the survey. After she began, I first sat off to the side to observe, to make sure she understood the directions, and then decided to leave to let her finish on her own. I was afraid my presence might inhibit her responses - that she might answer a question the way she felt she 'should' rather than the way she actually felt. I did walk by several times to see if she had any questions. I noticed that Carol made decisions quickly as to where to place the cards. Very seldom did she replay a card. She must have been able to grasp meaning from hearing the sentences easily. Although the sentence structure on some cards is very awkward and needs to be rewritten, the tapes must at least be clear enough for the student to understand. Carol read some of the cards herself rather than playing them through the machine. Her reading level must be more advanced than I anticipated. I am anxious to get her reaction to the cards and to ask if she preferred listening or reading, or a combination of both.

November 15, 1976

I feel so frustrated trying to organize the first lesson plan. I am trying to start at the beginning of a reading program or guideline that our center uses but I have so many questions that are unanswered. We are to use the VAKT (visual-auditory-tactile-kinesthetic) approach for introducing letter/sounds and words. I reread and tried to follow Early's format at VAKT for introducing letter/sounds but I think Carol already knows the sounds - will this seem unnecessary to her? Also, will tracing the letters with her finger (part of VAKT) seem 'babyish'? There are no guidelines for how many letter/sounds to introduce. I had planned on five but I wonder if five is too many for the first lesson. We are also to introduce words (using the VAKT method) our students had missed on the Slingerland Test but the only ones Carol missed are not phonetic oriented words (since introducing letter/sounds is phonetic oriented.)

I'm anxious to get started on a reading program and I feel like this week's lesson and plans are just 'samples' of things to come - not the real thing. I dislike wasting time giving demonstrations when there is so much to be accomplished. Will it seem a waste of time to Carol too? I want her to feel like she's accomplishing something at her first lesson (the previous times were spent giving tests) but I feel this is too simplified - something she's already had. I would like to test her on the sounds and the Dolch words but at this time, that isn't included on our 'schedules'. True, it may discourage the student to be given test after test but I feel a need to know exactly where she's at before I can establish an effective program. Since Carol has been part of the program on and off before, I don't know what materials or methods have been used with her. I'll have to ask her tommorrow.

At our staff meeting last Friday, when we discussed our proposed lesson plans, I felt as though I had planned to cover too many steps of the VAKT method at once (I intended to introduce letter/sounds,go on to synthesizing the letter/sounds into words, and use letter substitution games suggested in the Early' format.) Now, again considering that my student isn't a completely new beginner, I think I'll still plan to cover as much as possible. I am uncertain as to whether I should introduce the digraph "th". Carol had difficulty with digraphs on the Slingerland but perhaps for the first lesson, it would be better not to introduce anything new as possibly troublesome. Maybe I should review the basic letter/sounds and simply get her acquainted with the VAKT method.

When I use the VAKT method, I do want to explain why we're using it - that by seeing the letter, hearing the sound, feeling and writing the letter/sound, one grasps it more thoroughly by using as many senses as possible. It may be easier to notice and remember the difference between m and n by feeling the difference than just seeing it.

Another question - do I need to go through all the steps of the VAKT for each letter/sound as it is introduced or can I introduce several letter/sounds at once, since Carol probably already knows the letters and their sounds? At this point, I feel I should probably stick with the format and go through each step - at least until I find out more about my student - and what I'm doing.

I'm also still undecided as to whether to introduce one word using VAKT (tracing while saying the word) use it in a sentence, and let it go or if I should introduce several letters and synthesizing several words (ex. - a m t s - am, mat, sat, mast, tam). One way seems too simple and the other too complex.

One reason for all the frustration - at this point, we're not to discuss our questions with our co - teachers. We're to record our questions and try to find solutions or answers ourselves. It would help to share problems and ideas.

November 16, 1976

I thought I had overplanned for this lesson with my student but we were done with everything in less than an hour. The Jordan Auditory Screening Test took only a few minutes. My student had no difficulty with it. I'm very glad we had this test to give since it showed that Carol does differentiate between sounds (both initial and final). Since she had had difficulty with writing the beginning and ending sounds on the Slingerland Test, I had wondered whether she was hearing the sounds. It now appears that we just need to work with learning the letter/sound. Carol also showed no difficulty with the vision screening test. I started and then omitted the third part of the test - oral reading. She read a page (the test said more than 2 pages) and seemed uneasy with the reading so I stopped her at the end of page one. I didn't want her to feel uncomfortable or threatened by the reading. Now I think perhaps I should have had her go on. Maybe I was the one who was uncomfortable! I feel like I passed up a good opportunity to observe her reading as well as being more thorough with the vision screening test. The farther she read, the more hestitant and unsure of herself she became. Since she had showed no signs of difficulty on any other parts of the test and since the staff had decided earlier that we would omit this section for non-readers (although my student can read to a certain extent), I considered it optional and chose not to complete it.

Next I went over the cognitive mapping with her. On the whole, I don't feel as though she got a lot out of it or that what she got was very meaningful. She responded most openly to the section relating to the senses. She was probably more familiar with this and could relate to it more easily. It did open the conversation and enabled me to find out more about her. I think the most interesting part of the cognitive map is the qualitative (Q) area. However since we are not 'experts' in analyzing cognitive maps we chose to omit this section when we discussed it with the student. I think this was a wise decision as it's too easy to appear judgemental with the'Q' section but then the map looses a lot of its impact. At this point, I think the map is more helpful to us as teachers to be aware of the student's map and learning preferences than it is to the students.

I decided to go through the total lesson plan using a, m, n, t and still got done in a short period of time. My student 'caught on' to the singing and blending much sooner than I expected. Nor did she seem to indicate that the tracing and singing seemed 'silly' to her which I was concerned she might. Since I had no markers, we used colored pencils for the tracing of the cursive letters. They worked well. Because we, at this time, have only one blackboard and because another student was using it, we omitted the blackboard work. I do want to use it with her next time as I think the larger arm movement might aid in her feeling the difference between 'm' and 'n' and make more of an impression in her mind. I was glad I didn't introduce the "th". The method was new enough without adding something she didn't know. We need to work more with 'a'. I don't feel she really knows the sound yet. I had wrongly assumed she knew it. The words we made were very simple - man, at, tan, etc. I feel my student knew them anyway so I'm not certain that she really grasps the method of 'singing' or if she relied on past knowledge. We did use a few nonsense words. I wonder if I should be using nonsense words? I picked two words we had made and asked my student to make up sentences. She did this quite easily. She was able to pick out 'our words' when I wrote the sentences down.

I did try to explain why we're tracing and seeing and hearing. I don't know that she really understood. I plan to briefly mention it again next time.

On the Jordan visual screening test, my student printed when she copied material rather than writing cursively. Does this matter?

Several times my student has shown a preference for printing rather than writing cursively. Will this have any effect on the use of the VAKT (which stresses cursive writing)?

November 18, 1976

Each time I meet with Carol I feel more and more comfortable with her. Today, she took the written part of the Jordan Test. On several sections I was to say numbers or words and she was to respond by repeating what I had said. Since I was taping our meeting, I did not write down her responses. I was concerned she would realize I was writing down her incorrect responses and would feel threatened each time I wrote something. I intended to get her responses off the tape later. Unfortunately the tape had run out and I had to rely on my memory for her responses. If I were to do it over, I would record all her responses, explaining that I would write down her responses each time. Then she would not feel threatened by my recording only certain responses.

I did learn more about Carol's phonetic understandings from the test. She did very well on sections asking for the beginning or final sounds but she had a lot of difficulty on the sections asking for the two initial or the two final sounds. She also appeared frustrated and seemed to realize she did not understand how to respond correctly.

There were no directions on how to score the Jordan test (that I have seen). There is a dyslexia profile on one sheet. Is this to be our guideline in evaluating the survey? Before we began administering the test, the staff had met as a group to discuss and clarify any questions we might have. I found this very helpful. Many times someone brings up a point I hadn't considered. Also, the group discussion helps ensure that we as a group, at least, have standardized our procedures in administering the test. The directions accompanying the Jordan were very general and nonspecific. For example, it was not specified how many times a word may be pronounced for a student when giving the oral sections of the test.

November 30, 1976

Carol just left and I feel very dissatisfied. I feel as though I'm just not meeting her needs - that I'm gearing materials way too low. I was trying to follow the reading program from the beginning but

Carol is beyond the introductory level. The difficulty lies in that I do not know how far beyond - or how to find out unless I follow the guide. I did feel I was not well enough prepared or acquainted with the guide to 'fill in' or know where to go next once I realized we did not need to go through all the steps listed. As a result, in my jumping ahead to cover more Dolch words (because Carol could already pronounce and spell the first groups easily, we went through the list quickly), I failed to note I could also be administering additional sections of the phonics test. These sections will probably be more difficult for Carol. Had I done this today, I would have had an area to start working with next time. Now I'll be doing more testing and reviewing and still not be really reaching her were she's at. I feel like I'm so concerned with the reading program - following a guide that I'm not acquainted with, using methods because they are a part of the program, not because I feel they are useful (at this point, anyway - For example: using VAKT earlier when she already knew the words) that I'm missing the student. I know it takes a while to place the student and that the program will benefit in the long run, but what about my student now? Does she understand that? Will she still be there once I figure out what I'm doing? I want to teach!

We did do the neurological impress method and I was surprised how smoothly it went. This method involves reading out loud along with the student - not stopping to correct errors or repronounce mis-called words. The teacher takes the student's finger and moves it smoothly under the words as they are read. The teacher gradually lowers her voice as the student is able to take over, reading smoothly and fluently. She had done it a few times before when she was in the program earlier but this was the first for me. I can see how you can just get into it without realizing - that it does become automatic. I do have several questions. Am I ever suppose to 'drop out' (my voice) entirely? I felt as though I was dominating the reading. I didn't feel I ever got my voice soft enough for her to 'take over'. I also was not sure of the speed. It seemed as though we read quickly, perhaps too quickly, but Carol was able to keep up. If she mispronounced a word, she was able to continue and slip right back into the pattern.

I did notice that Carol seems embarrased if I 'overpraise' her. She usually changes the subject. I really don't think it's overpraising - she's doing very well and is catching on quicker than I expected. Maybe I'm underestimating her and not expecting enough.

The main difficulty today, I think, was my lack of experience with the reading guide. I need to prepare further ahead into the manual so I know what is coming up next. Of course, that's what I thought I had done for today.

Later, I expressed my doubts and concerns of working on too simple or low a level to two other teachers. They stressed that review of known materials can be beneficial - both as overlearning and as positive reinforcement. One suggested that I explain to Carol that learning to read is similar to building a house - we start with the basics and work up. At least this thought was reassuring to me! It provided some rationale for going through this beginning process - which I need, even though Carol may not.

I found out from our co-ordinator that reading speed should move as quickly as possible when using the Neurological Impress Method. This is to aid in developing an automatic response on the part of the student. As he is reading, he may come to a troublesome word and have already passed it (when reading smoothly) before he realizes it is a word that he doesn't know. An automatic pattern is being developed.

December 2, 1976

I felt much better about Carol's lesson today. For once I had more materials ready than we had time to get to. Also, I've finally found some definite skill areas to work on.

We began by working with the sixth group of Dolch words. Rather than stopping after Carol had pronounced ten words and checking her spelling of them, we ran through all the cards. Carol had worked with the words previously when she was in the program so this was a review for her. There were only two words she missed completely but there were several that she miscalled and then corrected herself. At the time, I didn't note these words as errors. However, this is exactly the type of error that frequently occurs in reading and now I feel that it was significant. Next time we review the words, I plan to note these as self-corrections - no matter how quickly the corrections are made.

Carol then took a test on short vowels. Here she did make several errors. We briefly went over the phonics chart, which consists of the vowels with pictures that begin with the vowel sounds beside them. I gave Carol a copy of the chart to take home. I had intended to concentrate on the short vowels next week, using the VAKT method. Had I had the cards prepared, we could have started it today.

Also, looking back at today's lesson, I would have spent more time working with the short vowel chart - asking Carol to give other words that began with the short vowel sounds and then writing the words on the board for her, and so on. I find that when I work with these sounds, I almost automatically think back to the 'Alpha' characters that we used to supplement the reading program when I taught first-graders. Each vowel had a character name assigned to it. Miss A went "a-a-choo", Miss E did "e-e-exercises", Miss I was "i-i-itchy-itch", Miss O was "o-o-obstinate", and Miss U went "u-u-upsy daisy". Granted this is a little juvenile for adults, but the idea of assigning one key word to each short vowel sound and drilling it so they can't forget it might be helpful. It certainly worked with the first-graders. Instead of "a-a-choo", perhaps "a-a-apple" or "a-a-ax" could be used. The repetition of the sound before the key word helps emphasize the vowel sound. Later, the key word can be dropped and only the sound needs to be remembered. I question the often used example of "egg" (as on our phonics chart) for short e. Our regional accents often turn "egg" into "āgg".

Carol then took the initial consonant blend section of the phonics test. If I were to do it over, I would have spent more time on the vowels and postponed this test until later. I probably am jumping around in the reading program too much but Carol is at different places on different skills. For instance, she is already in Sullivan 6, knows the Dolch words, but still needs work with vowels and blends. I question how strictly the guide can be followed for this reason. I have no suggestions at the present but I wonder if there isn't a better way to organize or categorize the skills in the guide.

On the Slingerland and Jordan tests, Carol showed little grasp of blends. On the test today, however, when she was given choices from which to choose, she did much better. Had she taken the test from the tape (which we have available) she would probably have missed more. As I pronounced the words (she was to circle the correct blend), I think I unintentionally gave her clues by emphasizing the beginning blends. However, by my giving her the words, rather than using the tape, I was able to understand her errors more. Also, I feel she is starting to understand blends because of our talking about them during the 'test'.

I discovered that Carol was hearing the initial and final consonants in the word and tried to put them together as a blend. (example - 'brip' Carol heard the bp, not br) After some examples and explanations, she seemed to catch on. I'm encouraged that she catches on so quickly. I feel as though she simply has never been taught (or at least learned) this skill. It was time for her to leave after we checked the test so I did not go over the sound dictionary charts for blends.

We did cover three SRA cards with the Neurological Impress Method. Again, it went smoothly and Carol commented that she noticed that she wants to insert "uh" before words.

I have so many sheets of paper (guides, tests, record sheets) to keep track of that it's very confusing!

December 7, 1976

We began by reviewing the spelling of any Dolch words that Carol had misspelled previously. She was able to spell them all correctly without hesitation. I then gave her three more groups of ten words each to spell. Out of these, Carol missed six so we didn't go ahead to any other groups. I wrote the six words on the board and Carol verbally made up sentences for each word. I then wrote her sentences on the board and underlined the Dolch word being used. Carol wrote these sentences on paper and read them. Next, we went over these six words using the VAKT. I erased the spelling words from the sentences on the board and had Carol come to the board and fill in the missing word from the six choices. This took some thinking on her part! In this way, we were able to work in some comprehension activities. Next, I made up five sentences of my own omitting one word from each sentence (one of our six words). Carol was again to write in the missing word. This too, I felt was beneficial because it combined several skills. She spelled the words correctly without hesitation. She seemed to be concentrating more on which word was correct for the sentence than on the spelling.

We then reviewed the letter/sounds we had done with VAKT previously several lessons ago. (That short introductory lesson was beneficial after all!). Then I introduced the "i". Carol had commented that the vowel sounds were difficult for her but she seemed comfortable with learning them through the VAKT. I showed her the letter cards and she gave the sounds; I gave the sounds and she pointed to the letter; I drew cards together and we "sang" the word; I said a word and she used the words to form the word. Then I pronounced words and she wrote them on paper "singing" them as she wrote. One thing I would emphasize next time is having her touch the cards as she sings the word (after I've pulled the cards down into words). This would focus her attention even more on the sound with a particular letter. I briefly pointed out we were also working with blends as we formed various words. Later, when we concentrate on blends, we will have at least had some experience with them.

I then put "i" on the board, gave "in" as an example from the sound dictionary and asked Carol to name additional words which I wrote down. We then referred to the Transfer Word List for more examples. The Transfer Word List consists of groups of words which had been compiled for each sound. Under i, one finds a list of words which begins with the short i sound. Carol read them off to me and I wrote them on the board. She was able to "sound" out most of the words on the list and I noticed she partially "sang" them to herself. (VAKT) She then read through all the words on the board.

Next, we did 3 SRA cards using the Neurological Impress Method. Carol seems to enjoy this and is always eager to do another card. I'm having her write the dates on the checklist sheet for NIM which lists the SRA cards, and I think she enjoys checking them off. Next time, she'll have finished the first grouping and she's looking forward to that. I think she feels a sense of accomplishment, having one grouping almost done already. Carol is also starting to comment a little about the stories so she's at least aware and comprehending what we're reading. Today she asked if she should answer the questions at the end. (In NIM, no comprehension questions are asked and the story is not discussed unless the student initiates a discussion. This is because the purpose of the NIM is to develop smooth, automatic reading, not comprehension).

Also, she pointed out several words with the "i" sound, so I added these to our list on the board.

As a review, I again asked Carol to spell the 6 Dolch words, which she was able to do. I also asked her to again read the short "i" words on the board. This, too, she did easily. She seems to "catch" on very quickly!

I tried having her list word families on the board for "in" and "it" but I didn't feel she totally understood what I meant. I have her some examples, and gave her "clues" to words (i.e. "What you do on a chair") but I didn't feel this was as successful as other activities we did today. Still, I feel good about the day. Next Thursday, I want to introduce both "o" and "u". I think she can handle it. Also, I want to do more work with blends in an "informal" way. I have her the cards we used with VAKT so she could practice making words at home.

December 9, 1976

We began by reviewing the 'spelling words' from previous classes and then went through the remaining Dolch words. We briefly used VAKT on the words missed. Since it was only the spelling and not the pronounciation we were working on, I did not have her make up sentences for each word. I wrote 5 of my own sentences on the board and let her fill in the blanks with the spelling words.

We went over the letter/sounds (on cards) from before and she was able to give all the sounds. I added "o" and "u" and she was again able to give the sound easily. Looking back, I feel I could also have introduced "e" and completed the short vowels. I forgot to use the Transfer Word List today, so we will use it as a review next week. We worked quite a while pulling cards together and "sounding out" the words. (VAKT) Touching the cards while "singing" the word really enables the student to focus on mistakes of using incorrect letters or incorrect sounds. I need to stress continuing the "singing" when Carol writes the words on paper. We again worked with blends in an informal way. (Our main focus was short vowels). I'm hoping this gradual introduction will ease us into working with blends next week. Looking ahead, the reading guide gives very little direction for how to use the sound dictionary or introduce blends. Rather than introducing all the blends in order (on sound dictionary) at one time, I plan to select a few that we have already used with the VAKT (st, bl, etc) and concentrate on them.

I'm starting to feel a need to vary our procedures - to try something different so that things don't get dull. I'll have to give this some thought. The past few lessons have been pretty much the same - Dolch Words - VAKT - NIM.

I'm thinking of making flashcards of short vowel words to give Carol practice in 'quick' recognition. She will probably know the words from sight so it really won't be a test of whether she can use the sounds to decide unfamiliar words. How can I see if she really knows and can use the sounds unless I ask her to isolate the sound from a word. i.e. "What do you hear in "dug"?" This is what I thought the Earlys said not do do. I wonder about making up nonsense words, just to see if she can put the sounds together and pronounce the word. Is there any value to this?

Another question: how can I get Carol reading while we're working with the blends. According to the guide, there is not much else to do until the blends are mastered. I'd like to get Carol started in a reading series or something with comprehension skills. "One does not live by phonics alone!"

Carol did seem happy about starting a new section of SRA cards when we used the NIM today.

December 14, 1976

Carol seems to be retaining the spellings of the Dolch words. I had her write the previously missed ones again today. We're through with the Dolch list now except for occasional spot checks on the retention of spellings and pronounciations of the words.

We reviewed the vowels by my showing Carol a vowel card and her giving me the sound. I then introduced the "e" but I forgot to have her use VAKT with it. On individual index cards I had written down 4 or 5 words for each short vowel sound. As I pronounced the word without showing it, Carol was to point to the vowel card showing the sound she heard. I then gave her the word card so she could see the word and place it under the correct vowel. By accident she occasionally made the sound as she pointed to the card. This seemed like excellent reinforcement of sight, sound, touch so I asked her to continue doing this each time. I have her the post-test on phonics and she did very well. The only one she had difficulty with was the "y" ("i") sound. I'm not sure of it being introduced with the other five letters. It seems confusing but I suppose adults are more likely to see it in words than children would. (It is not introduced to children until much later in the phonics programs I've used).

Perhaps next week, I'll put the nonsense words on the board as a review of the vowel sounds. As I've mentioned before, Carol already has the 'common' short vowel words in her sight vocabulary so I often can't tell if she grasps the sounds or is relying on previous knowledge. (i.e. how to spell and pronounce 'ten). Still, she will need this skill to decode parts of larger (multi-syllable), unfamiliar words.

I then introduced 4 blends on individual cards. I gave the sound and had her point to the card. I then asked her to say the sound. Only after I finally remembered to use VAKT (tracing), did I feel comfortable. Then I felt she was getting the association between the blends (as a unit, not 2 individual letters) and sounds. I then used the blend, vowel, and consonant cards to form words for her to say. I felt I had so many cards on the table (all we had used previously) that I was disorganized. Luckily I had written down ahead possible words to make using the blends and other cards. Otherwise, I waste too much time trying to think of words on the spot.

We also listed the blends on the board, came up with our own examples, and referred to the transfer word list sheet. Carol seemed to grasp this more quickly than I expected so I added 2 more blends.

We did 3 more stories with NIM. Today I noticed that Carol's voice seemed stronger and more sure, as well as her reading being more fluent. I'm really finding the NIM exciting when I work with Carol. I can notice a difference in her reading. She commented again that she "always adds extra words." Through NIM she discovers this on her own. She hears her own extra words that she does not hear the teacher reading. A teacher doesn't call it to her attention or 'correct' it.

I'm anxious to start her own more independent reading activities. We can only do 'phonetic' oriented exercises for so long and only cover a certain amount at once. Since she has some reading skills, I feel she can handle some independent work.

December 16, 1976

After beginning with the NIM for a change of pace, we reviewed the vowel sounds. I tried writing nonsense words (nud, sim, etc) on the board for Carol to ready and this worked very well. I explained why I was doing it (that she already had most "real" short vowel words in her sight vocabulary and I wanted to be sure she was able to use the vowel sounds correctly). In larger words, it would still be necessary to decode short vowel sounds. For example: 'sim' might be part of simmer or simple. Carol commented several times that she was glad we were trying it because she realized, too, that she wasn't decoding the words we used before. She, too, was concerned whether she really knew the vowel sounds - and she apparently does. I also gave nonsense words and had her write them down. There is a difference in being able to pronounce real or nonsense words and being able to spell them!

We reviewed the blends from last week and added 7 new ones. Carol can differentiate the blends when I say a word and she is to pick the card with the blend she hears. She also is able to write the blend alone when I say a word. When she is writing the whole word, however, especially if I don't say beforehand "This has a blend in it", she is likely to omit the 2nd letter of the blend. I suppose this will come with more experience. I'm trying to think of other exercises I can do in working with blends.

When I first began working with Carol, I felt I had more time than things to do. Now I feel I have more things I want to cover than there is time to get in. Now that I know her as a student, I see a larger variety of areas that we can work on.

Post script
September 14, 1977

December 16 was to be the last time I worked with Carol. The center closed for Christmas vacation and a new semester began on campus. Carol had lived across town and caught a ride with a friend who was taking classes on campus. With the semester ending, Carol's friend was moving away and she no longer had a way to get to the center. She had walked twice when her friend couldn't come, but with the winter of '77 this just couldn't continue! Even on a nice day, several miles takes a lot of dedication. Our resource person tried to find other students coming from that end of town who might be able to give Carol a ride, but nothing was ever worked out. I think about her every once in awhile - wondering how she is, what she's doing, whether she'll ever be back. I felt like I was just getting to know her when she left. I sometimes wonder if whether I had been able to reach her needs more quickly would have made a difference. She knew this was a special project, and she knew we were "experimenting" with re-doing an old program, using new methods. I benefited greatly from Carol, and many changes were made in the reading inventories and program itself because of Carol and what I learned from working with her, but did Carol benefit?

Reading back through the pages about her, I see how little I wrote in about *her* - trying to preserve her anonymity in a small community. But it's *her* I remember now -- I remember that she wanted to write stories and poems some day and that we didn't get far enough along, or maybe close enough, that I could read any of her writings. I remember her talking about writing letters to friends - how she pestered her grandma for correct spellings because she didn't want to write misspelled letters. I remember her talking about her grandmother being in ill health, her relatives out west, and a lively two-year old boy who wouldn't stay out of drawers. I wonder what she remembers.

November 18, 1976

Since I had already gotten over the 'trauma' of meeting my first adult student, I felt very comfortable meeting Tom, my second student, tonight. He, too, had been part of the program before. Tom is in his early thirties and works for a farmer in a nearby community. Since this was our first class, I administered the Slingerland Learning Disabilities Test. Because I had observed the test being given to Carol and had already gone through the process of checking and evaluating her test, I now felt acquainted with the test, as well as how to give it. To simplify matters even more, a co-worker had written out the directions in simplfied terms on a separate sheet of paper. It was much simpler to glance at this sheet rather than turning through the many pages of the manual to read the directions. For our purposes, a semi- informal evaluation of learning disabilities, I don't believe simplifying the directions affected the results or validity of the test. In a more formal setting, or one in which several persons would be using the test results, I'm not certain whether this simplification would be reliable.

Tom became frustrated on the sections of the test in which he was asked to write words or phrases from recall (after briefly seeing the words or phrases on cards or hearing them pronounced to him). One section we did not even complete as his frustration was so obvious. On two items in a row, he was unable to write any response when asked to write the phrase I read to him. He just sat, looked down, and shook his head. When he had several printed choices from which to choose, he had little difficulty.

Tom was consistent in the directionality of his underlining but it was always from right to left. Also his circles were consistently made clockwise and somewhat 'shakily'. I'm not certain what these observations reveal.

November 30, 1976

Tonight, we did the cognitive mapping survey. I had some difficulty getting Tom to understand what he was to do. Before he began he asked several times if he was to classify the cards as to whether he 'understood them'. I think he meant as to whether he could read the cards. I tried to explain several times that he was to decide whether he did or felt what the card said "most of the time," "some of the time," or "hardly ever." For example, "Noises bother me when I study." Is this true 'most of the time, 'some of the time,' or 'hardly ever'?" We ran several cards through the Language Master as examples and then I left him to do the rest by himself. He seemd to have no further difficulty. Tom did not express much curiosity about the survey, although I told him that next time we would go over part of it to see what his learning style preferences were.

December 2, 1976

I was again dissatisfied when I discussed the cognitive mapping results -- this time with Tom. As before, I felt my explanation was inadequate -- I was not relating the information enough to our program perhaps. At least, I felt Tom was somewhat confused, although he said he had no questions. I also felt that what I said just did not mean much, if anything, to him. I would either like to find a better way of discussing the results or drop the discussion altogether.

On the Jordan test, Tom became somewhat frustrated with listing the days and months because of the spelling. Once I made it clear that even the initial letter was sufficient he relaxed. In writing the months, he said "August" but couldn't think of how it began. I told him "A" but later I noticed he had omitted it from the list anyway. Several places on the test, he mixed capitals and small letters. Because the Jordan has so few guidelines for evaluation, I do not know whether this is significant. After I pronounced letters, words, etc., Tom consistently repeated what I had said, either orally or silently (moving lips) before he began to write. Is this significant? Does he need to organize information in his own mind before he responds? As before, if he sees a word and is to select it from several choices, he has very little difficulty. If he hears a word and makes a choice, he has occasional difficulty. But if he hears it and is to write it on his own, he has much difficulty and becomes frustrated.

I learned something **also** from when I did the visual screening. I was using SRA cards which are divided into 2 columns per page for the oral reading section. While we were discussing the exercise Tom commented that he didn't have problems with this card but if he reads longer sentences (across the whole page) he sometimes loses his place when he is ready to go to the next line. The materials I selected were not too valid! Perhaps this needs to be a suggestion put in with the directions for the screening test. (__________ not _____ ______)

Tom does have a "bad" right eye. It does not track or seem to focus as his left eye does. When he began the visual screening test, I had the impression he was determined he was going to compensate for it and not mention his eye. As we got into the screening, he mentioned the tracking did cause a strain on his left eye, making it water, and then seemed to feel more at ease with the rest of the test. He squints to compensate (I'm assuming) and turns his head to the right as he writes and reads (so that he can focus with his left eye). I wonder what affect this has on his reading. Next week I need to find out if he sees with his right eye at all. During the screening tonight I was hesitant to discuss his eye problem too fully until he brought it up. After the testing, we discussed his early education and the problems he encountered in school.

Tom grew up in the country and until he attended first grade, had never been away from home or around new people too frequently. Just being at school, away from home, took quite an adjustment. He was held back a second year in first grade because of reading problems. Unfortunately, the materials were the same and Tom remembered the stories from the first year. What appeared as reading to the teacher was really just good memory! In second grade, Tom was in a class of approximately 30 second-graders plus half-a class of third-graders. Naturally the teacher was swamped and there was no time to work with Tom's difficulties. Each year, thereafter, Tom was passed from grade to grade. He quit after 9th or 10th grade and started attending A.B.E. classes a year or so ago. Again, problems with scheduling and teacher changes led to dropping him from the program as far as his reading was concerned. He still attends the center once a week to work on math.

Since Tom shared this information with me, I feel the 'barriers' have been broken and I am freer to ask what questions I might have without making him feel self-conscious.

December 7, 1976

I was happy to get started on the reading program tonight. At last, we were doing something! I felt comfortable having at least some guide to follow, even though I realize some changes will need to be made in it.

We began with a group of ten Dolch words. There was one word Tom could not read and three he couldn't spell. I 'lumped' these four together and worked on them by writing the words on the board and asking Tom to give me a sentence for each word. I then wrote his sentence on the board and had him read them. He then copied the sentences on paper so he could take them to review at home. I'm wondering whether we need to use sentences for the words Tom could read but not spell, or just use sentences for the words he can't read.

Using the VAKT method, I wrote a word on the board (in cursive) and had Tom trace over my writing, pronouncing the word as he traced. After he traced the word 6-10 times, I asked him to write the word below the traced one. We then repeated this process on paper.

We then began the phonics test. Part I consists of three parts - initial, medial, and final consonants. After finishing the section on initial consonants, we used the sound dictionary and Transfer Word List to review the consonants he missed. Looking back, I would give all of part I before checking the test and working with missed sounds. The method I used fragmented the lesson too much. Also, the initial, medial, and final consonants can easily be worked with at the same time (n - not, sunny, fun)

We then went through a second group of Dolch Words. This time there were two words he could not spell. I wondered whether adding these two spelling to the other three would 'overload' him but Tom said he would study all five at home. All five are rather complex and do not fit a 'phonetic' pattern. We reviewed the first three, which he remembered, and used **VAKT** for the new words. Then I asked Tom to close his eyes and 'write' the words in the air while trying to 'see' the words in his mind. He omitted a final letter this way (the e in before) but remembered omitting it when I asked. Maybe this will be one more way to 'overlearn' spelling. We'll see what happens.

We did one SRA card using the Neurological Impress Method. I felt I went too quickly and slowed my initial pace. At one point he lost his place even with my finger following the words. I did not guide his finger along the words, which I should have done. Had his finger been following the words, he could probably have attended better, and been less likely to get lost.Also, I discovered later, I sat on the wrong side of him. My student is left handed, therefore I should sit to his left. I discovered this by reading through training materials being written by another teacher to accompany video-tapes on how to use the NIM. I also learned I should be holding the card with my student rather than holding it by himself. Maybe in time I'll get everything together!

We then did the Phonics test - part II- short vowels. We checked it together, and briefly went over the sound dictionary on short vowels. I plan to use VAKT with the vowels next time. I again felt a need to be better organized 'paper' wise. There are too many separate check sheets, tests, guide sheets, etc. to keep track of!

December 9, 1976

We began by reviewing the 5 spelling words from last time. Tom had obviously been practicing. He smiled to himself as he wrote them when I pronounced them. That's one thing I've noticed about working with adults - learning is important to them and they're willing to work and practice until they master a task. (At least my two students seem that way.)

Next we covered more Dolch words and wrote sentences, used VAKT, and wrote in the air to practice the words missed. I also made up sentences omitting a word and let Tom read them (more reading practice). He had to use the context to decide what word to fill in the blank.

I then introduced the letter/sound cards (consonants and vowels) and had Tom give the sounds (which he did easily). I then made the sound and had him find the card. Next, I pulled down cards to make words - Since the words we made were 'simple' (3-4 letters), he already had them in his vocabulary and didn't really use the method. I then gave words and he used the cards to form the words. Both my students seem to find it easier to use the cards to form words than to spell them on paper. If they make an error with the cards, they can go back and touch the cards as they sing the word. This seems to focus attention on the letter/sounds and help them locate the error. Because Tom 'caught on' to the method and sounds so easily, I went ahead with all the vowel sounds. (He had worked with them in earlier classes so this is more or less a review). He has difficulty with the "i" and "e.".

We did another SRA card using the NIM. Tom commented that my voice confuses him. He listens to me and can't concentrate on the words. Perhaps I'm reading too quickly or too loudly. I think it's also because he doesn't know all of the words and needs more time to think about them.

(I noticed with the Dolch words that he hesitates quite a while before saying the word. We need to work on quicker recognition). The NIM should help with automaticity and get rid some of the hesitancy.

I gave Tom the pre test for Sullivan 3. It was the next step (according to the reading guide). However, I saw no directions on giving or evaluating the test. I need to find out if some exist.

December 15, 1976

We reviewed the spelling of the Dolch words that Tom had missed last week. We then reviewed the pronounciations of all the Dolch words we had so far. Tom went through them much more rapidly and confidently than the first time. According to the guide sheet we should be reviewing them all each time we start a new grouping. This should aid in overlearning.

We reviewed the vowel sounds and used the letter cards to make words. Tom can read the words I make fairly easily but he has more difficulty when I pronounce a word and he is to make it. This is when I can see the VATK working. As he touches the cards, he can see his error. He may have made "stap" and be saying "step." (a doesn't match e.)

I also pronounced words from the transfer word list and Tom pointed to the vowel card representing the sound heard and then repeated the vowel sound himself. (explained more in Carol's diary 12-14).

I had planned to give the post test for phonics but decided to wait until next time. I wanted to give Tom more practice with the vowel sounds. Instead, I went ahead to the blends test. He missed only 3,but when he spells words he is likely to leave the blends out. Tom can recognize the blends from a choice of 3 but to use the blends in saying, or writing words, is a different matter. I wonder whether I should review all the blends anyway or stick with the 3 from the tests that he missed.

I believe I'll quickly review each and see what happens.

Tonight the NIM went more smoothly. I felt Tom took more lead in reading. He did say again, however, that he listens to me and sometimes gets confused when he is reading.

December 17, 1976

After reviewing the spelling and introducing the new Dolch words, I gave Tom a sheet with all the Dolch words so that he could review his words ahead. This gives him work he can do at home and, because he does show interest in his learning, gives him a chance to set his own pace to a certain extent. If he looks at the words before we go over them, we will most likely be able to cover more per night. Also this may relieve the frustration of trying to spell words he really does not know when introduced for the first time at class.

I'm beginning to wonder if I'm spending too much time on working the vowels. I think he knows them and then on the next exercise he confuses the sounds. I gave the post test and he still missed several items. What is the acceptance level for post tests? I just found out a few minutes before Tom came that there are materials to be using in working with short vowels (and blends for Carol). They are in the reading program but not fitted into the guide sheet. I happened to find out about their 'existence' because another teacher mentioned she had just learned about them today. I used the materials tonight but it was rather awkward. The books had a tape "Do not write in books" taped in front. After the class, the other teacher and I were again talking about the material. She found out that we could give the books to our students to write in. All these weeks I could have been using them! These books will also be good for Tom to work in at home for extra re-inforcement.

Tom appears to be reading more fluently with the NIM. He mentioned he feels more at ease now. He said changing teachers so frequently as apparently he did is confusing and that it takes time to get going again. He also said he was happy we were working on spelling the Dolch words as he had never learned them before.

I feel as though I need to move Tom further into the program. According to his past records, he was in Step 6. There were pre-tests for Step 5 and Step 6 in his folder. I have not seen or heard of them before. It seems as though the program is set up better than I realized -- it's just not organized so that a new teacher knows everything she needs to know! Another teacher just told me there are directions and checksheets for Sullivan books. Again, maybe eventually I'll know what I'm doing.

January 5, 1977

While reviewing all the Dolch words we had covered before vacation, I noticed that Tom began very well. He said them quickly and correctly. The further we got into the list the more errors he made, even though he corrected them himself. (i.e. fast-first, full-fall). Perhaps he was tiring and he did not observe the words as carefully. This most likely carries over into his reading habits -- as he tires, the 'easy' words become confusing. Rather than reviewing all the words each time (we're up to 130 words) I believe I'll try reviewing only the ones he miscalled and then go through the total list only once a week (or even every two weeks). There are too many other areas to be covering!

I laid out all the 2-letter initial blend cards, gave a word and had Tom pick the card that would go with the word. I then removed the cards, gave a word and had Tom write the blend. He had no trouble with either task. I wrote out the 3 letter blends on cards, and laid them out on the table. We looked at the sound dictionary and the transfer word list. Tom tried to read the words with me but they were extremely difficult. I then gave words and had him find the card. He did this easily. I did not have Tom write the sounds on his own. We'll try that next time.

I then gave him the final blend test. After he left, I again felt that I was working with isolated skills -- I feel a need to get into a reading series.

It seems as though the NIM is progressing more smoothly. For the first time we covered 2 cards. Tom makes no comment about the stories on the cards. I'm curious if he comprehends what we're reading (even though that's not the purpose of NIM).

January 18, 1977

When I asked Tom to write the spelling words from last time, he was unable to write half of them correctly. He explained by saying he had not gotten to study them this week. This was the first time he came 'unprepared.' Since we've been meeting so sporadically (weather!) his spelling has been off - I don't believe the words have become that much more difficult. We finished the Dolch words (pronounciation) but I did not work on spelling at all. I felt I needed a break from the routine - spelling, tracing, sentences, etc. -- and thought Tom might also. I found myself getting bored with it. We'll come back to it in a lesson or two.

I'd like to organize our time -- i.e. 15-20 min. Dolch words, 20 min. phonetic skill, 45 min. reading text, 15 min. NIM, etc. I'm so glad we finally got into a reading series - now we're working with comprehension, phonetics, etc., and fitting it altogether. Tom reads much more difficult words than I gave him credit for! He really attacks the multi-syllable words -- not always successfully, but he seems to know how to go about trying. I'm glad I didn't spend any more time on the phonetic skills. (The phonetic skills are getting quite complex. Vowel diagraphs, consonant digraphs, etc.) Rather than working only with isolated skills, Tom needs experience in reading.) We can work those in along with the 'text.'

I noticed something very interesting and perhaps typical of learning difficulties. Tom pronounces the Dolch words correctly (generally) when we go through them individually; however, in the oral reading of the stories he miscalls many words -- and it's the 'small words' -- then,when, who, how, get, got, some, same. I wrote the words he miscalled on flash cards and intend to use VAKT with them next time. I'm trying to think of other ideas to use to work with these words.

With the NIM, I've slowed my reading speed considerably. Tom is now taking the lead in reading. I'm just not certain how much I should 'push' him speed-wise. We don't want to get too slow or choppy.

Tom seems proud of being in a reading series. His comprehension seems quite good. In fact, I missed a comprehension question that he remembered correctly.

I just need to figure out what to do with those sight words!

January 20, 1977

Same old problem - Tom does fine with individual word cards but still miscalls basic words when he reads in context. He mentioned that when he reads he's thinking about words coming up, the story, etc., and not concentrating on the 'small' words as he can when we show individual cards. I'm not sure whether to work with VAKT or just how to deal with this problem. Someone suggested I make up sentences containing the troublesome words for him to read. Maybe that will be more helpful than merely asking him for a sentence when he would see or hear the isolated word first. We need to work in context. I gave him his word list (words he'd miscalled from the story) to spell and he did very well. He said at the end of class that he spells and does better when he isn't tired. Don't we all!

Tom likes reading in the book and takes pride in his reading. He was looking through the book, smiling, and saying that he didn't think it would take long to get through. I agree!

We didn't have time to do the NIM with the SRA cards. We did a little NIM 'informally' however -- reading directions together, parts of exercises, etc.

Rather than my introducing new vocabulary words, I let Tom try to figure or sound them out first. This may not work with all students but Tom enjoys it. He said it gives him a chance to see what he knows and helps him with his skills by letting him try to use what he has learned.

I've been having Tom read the stories orally. That way I can tell what words he has difficulty with and record them to use in exercises later. The comprehension exercises (multi-choice, T-F, etc.) he reads and does on his own. This way he has some chance to also work independently. We then check them together when he finishes so he has immediate feedback as to how he's doing.

January 25, 1977

Tom still does well with individual sight word cards but confuses the words when he's reading a text! I don't correct him when he's reading a story so that he doesn't lose the flow of reading or his train of thought. I don't want him to develop a 'cognitive overload' with the sight words and lose the automaticity of his reading. In individual sentences in the exercises, however, I pointed to the word he miscalled or pronounced it myself, trying to make him aware of those words. There seems to be no magic solution. Tom wore glasses tonight for the first time, but I didn't notice a change in his reading. I had thought perhaps his eye problem would be helped and this in turn affect his reading. Perhaps it's too early to tell.

When we did the NIM tonight, I was again aware of my student's missing the 'little words.' Perhaps doing more NIM (2-3 cards) might well be one way of making him aware of those words without directly calling attention to them. He would hear when his words did not match mine.

I have not worked with VAKT for several lessons.

We began working in Working With Sounds Specific Skills Series A. I like the series because Tom can handle his reading level easily. He is able to work on phonetic skills within a reading context. The skills are not so isolated.

I gave him a Reader's Digest book to take home to work with and he was delighted! I hadn't expected him to be so enthusiastic. He said he'd read the book when he got home. Perhaps I should be sending more work home with him. It would increase his responsibility for his own learning as well as allow us to cover more material.

Another teacher mentioned she made little cards of troublesome words for her student to take home and review each day. I believe I'll try this with Tom also.

One of the exercises in the text contains a story with missing words. The student is to read the story and try to fill in the words as he goes. The first few exercises seemed difficult for Tom. Tonight he did very well. The beginning word sounds were given and he zipped right through. Actually, several blanks did take a lot of thinking, but he still got them on his own. Several times I would start to help him and 'bite my tongue'. I was always glad I did. Otherwise I would have taken away the chance of him figuring it out on his own and being successful. It may take awhile but when he's finally ready for help, he'll ask for it.

He did quite well with spelling tonight. He still has trouble with the ĕ sound. He doesn't like to spell but I'm fortunate that he realizes he needs to work on it and is so willing to try. I hope in time we'll get his confidence built up by staying with smaller words for a while. If I have a word that is more complex, (i.e. handed, becomes), I first give him only the basic word (hand, be, come) let him spell it correctly first, and then give him the more complex form. This way we can work with 7 letter words. (becomes) but he's not scared away from it before he starts. Afterwards, he's pleased he could spell that 'big' of a word. I'm also hoping that by breaking the words into parts, Tom will pick it up and eventually break the words apart himself. Then he may find himself spelling a larger word that he thought he couldn't do.

January 27, 1977

Tom seemed to do better with the 'little' words tonight. However, most of the reading we did was short exercises so he didn't tire as much as in a regular story. One exercise dealt with blends. If the student knows the word rash he should be able to pronounce crash. After Tom did 20-30 pairs of words like this, he seemd to 'catch on' to the rhyming aspect and could more quickly give the second word. However, later when I asked for a rhyming word to go with 'south', he responded 'north.' I don't feel he's mastered the concept. It seems that sometime he understands and other times he doesn't. (It appeared this way on the first diagnostic tests we did also).

We used the VAKT cards tonight. It had been a while since we had used them and Tom seemed to have some difficulty pulling words together, especially with the vowel sound "e". We used cards for "ch" and "sh" also. At times when we're working, I wish I had charts up to refer to -- pictures to go with the sounds. It would be helpful to have a visual picture to go along with the visual symbol.

The Specific Skills booklet A has very simple sentences. I feel with sentences, unlike the story, I can point to the word he miscalls. After I point to it, he invariably corrects it himself the second time he reads it.

Tom brought the Reader's Digest Booklet back and said he'd read all the stories but hadn't gotten to the exercises yet. He had questions on a few words. Then he started reading one of the stories to me. That might be a good idea - let him practice a story, at home, and re-read it in class. He seemed to enjoy the stories in the book and was eager to take a second book home.

With the main reading series, Tom's comprehension again seems excellent. I wondered tonight what I would do if I had to worry with poor comprehension as well as sight word problems! The new vocabulary words are containing more complex phonetic skills -- aw, oi... It'll soon be time to go ahead with the phonics test for these skills and spend some time with them. When one thinks about all the elements to reading, it's a wonder anyone ever learns to read.

February 1, 1977

Tom did great tonight -- he made fewer errors in his reading and usually corrected the ones he did make himself. He was really attacking the new 2 and 3 syllable words. I don't know what led to this sudden spurt! He has been practicing the Reader's Digest at home--could that be making a difference? Also, he said tonight that he feels he's improving and feels he can 'figure out' more words on his own now. Is the self-confidence making a difference? I asked Tom's former teacher if he had shown Tom how to decode multi-syllabic words but he hadn't. Somehow, then, Tom picked this up on his own. He has a real 'sense' for it. He still has occasional reversals; i.e. he saw 'pr' tonight and pronounced it 'br'; but he has enough comprehension skills and reading 'sense' to tell what the word 'should' be.

Tom read one of the stories from the Reader's Digest series and read quite fluently. After I mentioned he had done very well he said he had read it 3 or 4 times at home to practice it. I'm so glad I asked him about the book, giving him a chance to read. He was obviously proud of himself. How discouraging had he practiced and not been given a chance to show what he had accomplished, especially since it was on his own initiative!

Tonight I wrote the new words from his story on the board. After Tom pronounced them several times, I gave him definitions or clues to the words and he pronounced the word he thought went with the clues. This way, in addition to word recognition, we can also work with word definitions (meanings). The vocabulary words are complex enough now that the student may not know the meanings (i.e. terror, torturing) unless they are discussed.

February 3, 1977

Tom's 'drive' to work sometimes amazes me. We had read the story and done a long exercise on inflectional endings. I had intended to keep the multi-chapter review for the next lesson but Tom started looking it over so we went ahead and did it. Then he began reading the poem at the start of the next chapter so that "we'll be ready to start the next time." I'm really glad he's so interested!
We haven't gotten time for NIM for several classes now but we will get back to it.

Tonight again Tom had more mispronounciations of 'little' words. He seemed to be taking the last letter of the word and beginning the word with it. He could correct himself after I pointed to the word but he seemed to have more difficulty than Tuesday. Perhaps he was more tired tonight?

February 8, 1977

We began with the NIM since we hadn't gotten to it for several times. Since this was the first exercise, Tom had not tired yet and did quite well. His speed seems to be picking up. One thing I really like about using the NIM is that he can hear his mistakes on the 'little' words since I'm reading along with him. He wanted to try the exercises on one of the cards. As he started the comprehension questions, he realized how much he had been attending to how he was reading rather than what. I explained again that that was the purpose of the NIM and that was why we never work with comprehension. Still, by going through the card, he got used to the types of exercises. The cards would work well as take-home, independent practice.

I gave Tom the vowel tests for dipthongs and digraphs. He mentioned he had never been 'taught' these sounds so I'll need to pull out materials to review. This is when our skills list is really starting to come in handy. The tests themselves still need to be reworked.

The main story tonight had many inflectional endings in it. They did not appear to be as troubleseome for Tom as I had expected.

I wonder if I should be pushing recognition of the vocabulary words to him for more speed. I need to make more take-home cards so he can practice. The words seem difficult (i.e. throttled) but he'll need to learn them eventually. Since he's able to figure them out we might as well work on them now. Some time soon, I want to review the Dolch words. We also need to get back to spelling practice, since this is a weak area. At first, I couldn't find enough to do to fill up the 1½ hours; now, we can't get everything in.

Tom is far enough along in reading that many of the words he comes across no longer follow the rules, or else he has a larger number of irregular rules at once to remember. (oi, aw, ar, are, ou, ie as ē, ea as ĕ...). There must be a better way to present this. This is such a conglomerate that I'm surprised he can keep any of it straight.

February 10, 1977

I started the book *Getting the Main Idea* A with Tom but only did a few exercises. It was so easy for him that I'm going to jump ahead to book B next week. It should be more challenging without being overly difficult. There is a fine line between material that is easy enough to be re-inforcing and yet difficult enough to be challenging and material that leans too far one way or the other.

We began working with the "r" controlled vowels. I gave him several pages from *Phonics We Use* to work on at home. Tuesday I plan to give him a 'spelling' test using the "r" sounds. I noticed tonight that he has difficulty with ai and vce ending words. We need to spend some time working with these. There are so many different things to work on!

The text exercise was reading a map. This seemed like a practical exercise and Tom did well with it. He has so much knowledge that one might not expect him to have if they knew he couldn't read. "Can't read - therefore ignorant." If I learn one thing from working with Tom, it's how untrue that idea is!

February 15, 1977

Tom forgot to bring back his Phonics We Use Book but he had done the exercises on r-controlled vowels at home. We reviewed briefly and then I gave him 25 spelling words, containing the "r" controlled vowels. I also tried to use words involving blends and digraphs so that these could also be reviewed. He did very well and wrote with much less hesitation than at the first of the year. I think presenting words in some pattern (i.e. - r controlled, short vowel, long vowel with e, inflect-endings) helps in reinforcing the skill as well as aiding in spelling practice. I tried giving base words and then saying it again with an ending. At the end of the list, I tried giving the word with an ending to see if Tom could break it down himself. If he 'senses' the word parts as he spells, as he does when he's sounding out a new word, the spelling should become easier and less 'frightening' to him.

We worked with suffixes tonight (ful, less, er, ly). An adult comes with so much greater knowledge of words and word meanings than a child. Rather than needing to use the suffix meaning to understand words, Tom already understood them from his own previous experiences. In many ways, this makes my work much easier and we can move along at a quicker pace.

Again, we only had time to cover about half the material I had hoped to go over. It's becoming much easier to make lesson plans now, too. I know more about what skills he needs work on. Also, Tom is at a reading level that has many more materials available. There seems to be a definite shortage of good, adult materials at a beginning level.

February 17, 1977

We started the Reading Attainment Kit tonight. Actually, it was not new for Tom since he had used it when he was in the program before. He started to read the card through on his own, then decided to save time and read along as he played the tape. I'm uncertain as to whether he should be reading aloud or silently (as he did tonight) with the tape. Next time, I believe I'll ask him to read it aloud. He commented that the tape forces him to read faster, to keep up. I wonder whether this could 'replace' the NIM, especially if he reads along orally with the tape.

Tom brought back the Phonics book and had done quite a few pages. I checked these while he was doing the tape. We then went over the items he had omitted or missed, but I question whether it was worth all the time it took. Had he had a major problem with a skill, I definitely would have taken the time but these were occasional errors.

Since I will not be here for class next Tuesday I gave Tom more pages to work on in the Phonics as well as a Reader's Digest book and leisure-reading book. It seems like he is at the point now where he can pick up materials and begin reading on his own.

I'm still frustrated because I would like to cover so much more than we have time for!

February 24, 1977

Short vowel sounds still cause Tom problems. I wonder whether going back to VAKT would help. At this point, it seems that he's been over the vowel sounds so many times. When we work with them he seems to master them, and then the next thing I notice is that they're causing problems again. Same thing with the sight words - individually, he pronounces them correctly; in context, then becomes when, who becomes why ... Yesterday, one of the teacher's commented on the 'perils' of pointing out a student's mistakes as he reads. It breaks up the continuity and may lead to word-by-word reading. No doubt it causes 'cognitive overload' too - but then, how is his problem ever going to be corrected if he is not aware of it? Can the NIM alone be used to indirectly point out the difference between "then" and "when"? And yet, his comprehension is good so maybe I'm overconcerned with something that isn't all that important. He took two more 'leisure reading' books home. He seems to really enjoy being able to take books home to read on his own. He mentioned he showed one of the books to his boss this past week. He appears pleased and proud of what he's accomplished. Maybe I expect too much, too fast. He is able to figure out difficult words -- it's just the smoothness that I'm still looking for.

March 1, 1977

Tom's oral reading was much smoother and more fluent tonight. We both felt it was because he's been reading so much at home. His reading is becoming much more automatic. He still, however, confuses the little words, but not as frequently tonight as before. Spelling is also still difficult for him. I feel as though I've been avoiding it! It would probably be a good thing to begin each class with spelling, to make sure we get it in. I'm uncertain about what words to give him. I feel like I need to outline a program, at least in my mind, of words to cover. I don't know whether to stick to patterns (short vowel words, one week;-vce; r-controlled, etc.) or mix them up. Would this be a good time to go back to the Dolch words?

The NIM went more smoothly tonight too. We were able to pick up the reading speed. He's really proud of his being able to read a variety of books on his own. Now - to get that spelling going!

March 3, 1977

Still didn't get started on a spelling program. I had intended to start with spelling as soon as he came in, but he brought in the exercises he had done at home so we checked them and never got back to spelling. Next week! We also finished the 'text' and I'm uncertain as to whether I should go into the next text or do some supplemental work first. I don't know how difficult the next book is.

March 8, 1977

Finally, we worked on spelling! I gave Tom short and long vowel words and "r" controlled words. Then we went back to the first 10 words on the Dolch list. At first I thought spelling was as difficult as ever for him, but I did notice on the Dolch words a confidence or ease with the small words at least (an, am, and, etc.) that wasn't there last fall. Maybe in time. He can tell when a word doesn't look right, but he has difficulty knowing how to correct it. I also gave him a sentence to write. Although the words were all small, I could see him "freeze". He would concentrate so hard on spelling the word that he would forget the rest of the sentence. Must keep working with it.

I decided to use other materials for a few weeks before we start in Two Blades of Grass. It seems to get quite difficult and I'd like Tom to work on smoothness and automaticity before we get something more complex. It seems students 'catch on' to a particular reading series. Once they switch to a different series, it takes a short while to adjust to it. I'd like to see Tom reach a point where switching materials makes no difference in his reading smoothness. We need to review the short vowel sounds each time Tom comes for a while at least. He can give the correct sound more easily when I show him a letter than when I say the sound and have him point to the letter. That's part of the problem with his spelling. He hears the sound but isn't sure what letter makes it. Maybe if we do it every time it'll become easier for him.

When we used the VAKT with the Dolch words before, I had Tom say the word as he wrote it. Now, I think it would be more beneficial if he spelled the word (if it can't be 'sounded out') as he wrote it. One of the words he missed last night was one we had used VAKT with last fall. Maybe if he heard himself spell the word, the spelling would stay with him.

March 15, 1977

Forgot to write in my diary from last Thursday. It must have been an average night as nothing sticks in my mind from it.

Tonight, as we went over the flash cards, I was afraid it would be a bad night. Tom began by miscalling and 'reversing' so many words - something he hadn't done for quite some time. I can't explain why it happened and I still have no solutions as to what to do when it does happen. His reading improved as we went on and he showed less difficulty with reversals (felt-left) as he read in context. Some days the opposite is true - he gets the words individually but confuses them in context (there-where).

After a 'shaky' beginning I was hesitant to work with spelling but I was pleasantly surprised. Tom hesitated less tonight in his spelling than usual. We still have a lot to work on but for the first time I see some start of automaticity. He also did not seem as threatened by sentence dictation. "ĕ" is still a problem sound. I do think spelling a word aloud by letters as it is written is helping.

March 17, 1977

Spelling! I didn't think we'd ever get through the words tonight. In fact we spent so much time on the words I gave Tom and the two sentences, that I didn't get to the Dolch words. I wonder if I'm giving him too much, too fast. He is doing better with the blends but still confuses vowels. Tom does, however, catch more of his own mistakes by reading what he's written. If the word is 'shed' but he has written 'shad', he at least pronounces it 'shad' and realizes the "a" is incorrect. Maybe if we keep plugging away. He gets confused with "k" or "ck" at the end of a word (tack, desk). I'm wondering if I should stick to a pattern (-ace, -ice, etc.) of words each time.

I gave Tom 5 vowel families (at, et, it, ot, ut), asked him to 'read' them and give some words that rhyme with the family. He was able to do it fairly easily. Last fall, rhyming was one of the problem areas on his tests. I'm wondering whether introducing the families (ut, od, ig..) to make words wouldn't have helped his spelling. I suppose it's not too late yet to try it with spelling, even though his reading level is far past the _et, _ed, _an.

Tom read a story out of one of the books he had taken home and did quite well. His ability to figure out multisyllable words ("illustration") always amazes me.

March 22, 1977

Spelling was much less 'traumatic' tonight since I stuck to family patterns (it, et, at, ot, ut) that we had introduced last week. I think we'll use this for a few times until Tom seems to feel more confident in his spelling. I'm also adding endings such as "shut-shutter". Maybe if we go back slowly and reintroduce the rules (i.e. short vowel - double the consonant and add ending), he'll catch on. We did get back to the Dolch words. Again, spelling out loud seems to help as much or more than anything else we tried. However, since I started Tom saying the word as he wrote it last fall (with VAKT) he has a tendency to do that rather than spell the letters out loud. Over-learning!

Now that Tom is able to read and do exercises independently, I'm uncertain as to how much time to allow him working alone and how much time to listen to him orally. He has improved but we can still work on oral reading. (And yet I know that adults read silently much more frequently than orally). It was brought up in a discussion the other day that we need to offer something other than 'work exercises' that they could do at home as well as they could do here. Otherwise, there would not be much use to their coming to the center.

March 24, 1977

Word families are getting easier and easier for Tom. He is able to give rhyming words and use the families in spelling. If I had a new student, I'd want to start out with the families - for both word recognition and spelling.

We used NIM tonight. The first time for several weeks. I could really notice a big improvement in smoothness and speed. For the second card, we 'dropped' following with the finger and tried just reading it together. It worked well. Even if he miscalled a word, he went right ahead reading rather than stopping or re-pronouncing the word.

March 29, 1977

Reversals were apparent again tonight when Tom pronounced words. (pack became back, etc). When we read in Two Blades of Grass, however, I was surprised how well he did -- both in fluency and word pronounciation.

Spelling, with word families, went very well. To start, I gave him a word ending (i.e. ipe, ip, ape, ap, in etc.) and had him spell it orally. Then I wrote it in the board. After we had 30 endings on the board, I put a consonant in front of each word and had Tom read them. He zipped right through them. I had a feeling he caught on to the pattern (ape, ap - ep - ipe, ip - ope, op - up) because he responded so quickly when I gave an ending. The Dolch words were a different story. I think perhaps the switch from something so patterned to something so 'unpatterned' might be difficult. It seems to take a while for his mind to 'switch over' to 'memory' rather than sounding out words.

April 1, 1977

Tom came a little late so we didn't get a lot covered tonight. We spent ½ hour on spelling and then he did a reading attainment tape. No new problems - or discoveries.

April 4 & 5, 1977

We're still progressing. Although we use a variety of reading materials, the basic approach is the same. At times I wonder if Tom will always have reversals, but he seems to adjust and cope with them. He senses he has mispronounced a word from the context of the rest of the sentence. There are times I wonder if I'm going too slowly, and other times I wonder if I'm trying to go too quickly and should be working more with fluency and smoothness.

April 12, 1977

I was tired tonight and felt as though I was impatient with Tom when he came to a word he did not know. Rather than giving him enough time to think through the word on his own, I found myself either giving him the word or starting to sound it out for him. The page he was reading had a lot of difficult, proper nouns - Caesar, Octavius, Augustus, etc. Still, had I given him the time, he probably could have gotten them on his own.

He did very well on his spelling. I feel I should delve into a new area but am not certain which way to go. Perhaps when we complete the Dolch words we can go to vocabulary words, from his books. I wish there were a good spelling book for beginning adults to use as a guide line. But then, I guess the 'creative' teacher makes the materials herself if they are not available!

There was so much I wanted to cover tonight that we didn't have time for. One thing I'd like to do is give Tom our new reading inventory to see how it works and if it's anywhere near appropriate.

Now that planting season is near, Tom may not be able to come for awhile. It'll be interesting to see if it affects his reading in any way. I think he has a strong enough base that it won't cause a problem with lagging behind or forgetting what he's learned. I'm more curious to see what will happen with his spelling.

April 15, 1977

We reviewed the first three columns of Dolch words in spelling tonight. He did well but it took a lot of our working time. As I was giving him the words, I really couldn't see much advantage in going over so many at once, unless it would be that he would feel a sense of accomplishment in being able to spell 90 words at one sitting! It limited our time in working on other areas.

We had an exercise working with syllables - the number and which letters made up the first syllable. Again, I was amazed at his 'sense' of syllabication. We hadn't formally worked with it but he just seemed to know by instinct or intuition. I think this is what helps him in decoding unfamiliar words - he is able to break the word into smaller, more manageable parts.

Tom was quite talkative tonight, so we spent some time talking about his work, family, etc.

April 19, 1977

I gave Tom the 'new' inventory test for step 1 to see how accurate and manageable the test itself was. As he put it, he was my "guinea pig." Step 1 reviews consonants, 2-letter blends, diagraphs, short vowels, etc. I noticed that he had no difficulty giving me the sound when I showed him a letter card; however, when I said a nonsense word or sound he had some difficulty in writing the letters, especially with the sounds I had not used frequently when giving him spelling words (y, q, ld, ct...). This might show why he has an easier time pronouncing new words (giving the sounds) than spelling them, (writing the letters). I felt the test was tedious and boring but he commented *several* times that he felt it was good to go over exercises like this to see what he *didn't* know yet. Had I not worked with him and not known the difficult words he *can* and has mastered, I would probably have placed him in too low a level because of his difficulty with the 'easy' words in step 1. I was surprised after all these weeks that they still give him so much trouble - more trouble than the more difficult words. (Ex: word he saw-word he pronounced...you-us; is-his, shed-shade; hid-had, run-ran...) Rather than checking (✓) the words he mispronounced, as we had stated in the directions, I found it helpful to write his response so I could monitor the types of errors he was making. It might help to center on a particular type of learning disability.

April 21, 1977

Tonight was really a 'neat' night. Tom zipped through his vocabulary words and I gave him Step II of our inventory. He did very well - better in fact than on Step 1. There was a larger variety of words than just the short,- short vowel words which he confuses. Then Tom had brought in an operator's manual for one of the tractors that he uses and he read in it in place of the 'regular' material. There were some very difficult words in it - cycle, cylinder, purging, hydraulic system, but he stuck with it, plugging away without getting frustrated. I'm certain he comprehended more of what was reading than I did. I just felt good about tonight's class.

Next week I'd like to review all the vocabulary cards we had made from *One Thing at Once*. I had forgotten about them and haven't used them for a long time. I'm interested in seeing how many he remembers.

April 28, 1977

As Tom read from a book tonight, I noticed he began rather hesitantly and stumbled over several words. But the further he got into the story, the more smoothly he read -- almost as if he picked up momentum as he went. There have been times when he has tired as he read longer selections and stumbled more as he got into the reading.

We reviewed all the previous word cards. He got through them all but it took awhile. They are not immediate responses but he does eventually figure them out.

We started Inventory 3 but did not have time to complete it.

May 3, 1977

Next week we've got to review the vowel sounds again. Tom had difficulty with short "a's" and "e's" tonight. I guess we're just going to have to review the various sounds on a regular basis. He had more difficulty with sight words again. I wonder if he was tired or if it's because he hasn't had time to read at home since planting season has started.

We finished step 3 in the inventory. There are some areas on variable consonants that I really question now as to how valid or necessary they are. Perhaps the skills are too isolated -- if they can read without knowing that c says "s" before "e," "i", "y," and "k" before "a", "o," "u," why overload them with rules.

May 5, 1977

Tom had car trouble and arrived very late. He seemed anxious to talk. Since most of the time was already gone and he was perturbed about the car, we read one card using NIM and called it a night. He did very well on it.

May 10, 1977

Tonight was not one of our better nights. Tom seemed tired and preoccupied and I felt that he never 'got into it' as he usually does. Next time I want to ask him what things he feels helps him most -- the reading attainment, NIM, series readers... It's been several weeks since we've worked on spelling. I'm wondering if our break in working with it will cause a back-slide or at least a stand-still. I just felt like I didn't reach him tonight. At times it seems like he's made a lot of progress and other times the same old problems creep up. He miscalled quite a few 'little' words tonight.

May 20, 1977

Tonight was one of the better nights. Planting season is over and Tom was really relaxed and 'fit' - ready to go. I asked him what type of materials he thought were most helpful to him to use. He felt reading along with a tape (Reading Attainment) was helpful because it forced him to read faster. However, he said he wouldn't want to do more than one tape a night. He also commented that he thought reading aloud helped more than reading silently because 1) hearing the words himself helped him remember them and helped him catch errors that he might have passed over when reading silently. 2) Someone listening could catch his 'errors' or help with pronounciations. Tom does seem to prefer working with someone present than totally alone. He also felt the Specific Skill Series were beneficial. He read a page from Getting the Facts orally and then I had him do the work page completely on his own. Then we checked it. He got through 3 stories very quickly tonight. We also started Drawing Conclusions - very good for thinking skills. Tom also had time to do one tape and skill card. He misread a few 'small' words but not as frequently as the last time. His reading was fluent and smoother than before. We'll see what happens next week. He mentioned he hoped he could get back to reading at home now that planting was done.

May 26, 1977

Tom was really talkative tonight. He brought his math book so we spent the time reading through explanations and word problems. I noticed something which surprised me - he reversed and miscalled some numbers as he said them. On the L.D. test last fall, this didn't show up. (i.e. 23 became 32 or 33; 50 became 15, etc.) One page dealt with measurements and involved abbreviations (lb, pt, qt, cut...) It hadn't occurred to me before that my student may not know what the abbreviations stood for. He wasn't certain of lb., yr., mos., cwt.

If a paragraph had difficult words, he read it through once, concentrating on the words, then reread it for the content. What a lot of effort is required! His 'sense' of knowing when to subtract or decode, etc., surprised me. Tom has a lot going for him.

May 31, 1977

Pretty routine night. We did review the vowel and vowel dipthong sounds, etc. and I was surprised how well Tom could remember them. He knows them in isolation. The difficulty comes in spelling or sometimes in context of a word. The sound/letter association isn't automatic.

After working on Getting the Facts, I decided to pull out some words for spelling. It worked great. There were an abundance of 'smaller' words to work with. Plus, he knew it came from what he had just been reading - not from a Dolch word list (although the words were certainly present in the material) or 'out of the air' - Why didn't I do this before?

June 2, 1977

I've been wondering if the materials (Specific Skills B) weren't too simple for Tom so tonight I moved all the materials up one level of difficulty, even though we did not go all the way through the other level. The new level is more difficult but Tom made his way through it. We may be moving more slowly for a few weeks but I think we'll be accomplishing more. There are more compound words in the new level, but he is able to 'decode' them fairly easily.

I had planned to give Tom skills tests IV and V (the new materials we started working would be fitting in level V) but we ran out of time. I still have not gone over step III with him but the problem areas involved 'spelling' or grammatical errors rather than reading. I'm wondering how appropriate some sections of our skills test are.

June 7, 1977

Tom seemed to feel more comfortable with his new materials already tonight. I have gim Inventory 4 and he did quite well. Even though the vocabulary is more difficult, since the inventory has fewer skill areas (especially those related to spelling or grammar), Tom has fewer difficulties with it. One paragraph began "Many thousands of years ago" which he read as "Mary thought of years ago." The rest of the paragraph he read correctly, and had no difficulty with the comprehension questions.

June 9, 1977

The Step V Inventory proved to be rather difficult for Tom. It covered several areas he has not worked with before (accents, abbreviations, irregular plurals..) He's working in Level V materials so I hope the inventory is fairly accurate. Had he not had difficulty, I assume he would have been ready for Step VI? I'm again assuming that mastery of a step inventory indicates that the next step inventory is to be given until a step becomes too difficult. That then will be the level at which the student is to work.

June 14, 1977

We finished Inventory V. The reading selections contained words that were quite difficult for Tom. It didn't interfere with his comprehension, however. We'll stop with this inventory until we go through the materials for Step V.

As Tom was reading tonight, I almost 'marveled' at how smoothly and continuously he was reading! True he still confuses 'small words' at times("How much" became "Who must"), but many words he might have stumbled over last fall, he just zipped through. It gave me a good feeling. Big (multi-syllable) words till 'scare' him to some degree. He completely stopped when he came to 'surrounded'. Once he saw the "sur" and "round", he put it together easily and seemed surprised to find out it really wasn't all that difficult. I usually cover parts of the word with my finger until he can pronounce that section correctly. (If it's a word he's having quite a bit of difficulty with. Otherwise, I try to let him see the sections himself).

June 16, 1977

Routine night

June 21, 1977

Farming

June 23, 1977

Because of the rain, Tom wasn't working in the fields and came in early. I could have kept him for a second hour and a half and still not covered all the things I would like to. Quite a change from last fall when I couldn't find enough to do to last an hour and a half. Now, because he's reading at a higher level, and because I know what areas still need work (from inventory results and observations) there are always more things to do than time.

One of the exercises tonight dealt with main idea. A sentence was given from a paragraph and the student was to decide whether it was the main idea. This was the first time we had ever worked on it in this manner (he has chosen the main idea from 3 choices before) and I was at a loss to explain 'main idea.' Before each sentence, I hoped he'd get it correct so we could go on to the next one! He seemed to catch on - due to his own reasoning ability, not my explanation. One time when he missed the main idea, I asked him to tell me in his own words what he thought the main idea was and he was able to do it - relief. I do think I'll go back to Specific Skills Main Idea Book - on a more difficult level and see if he has difficulty with that.

I gave Tom a typed list of all the vocabulary words from our book tonight. He read through them pretty well. The ones he didn't know immediately, he was usually able to figure out. I gave him the list to take home so he could review them whenever he wants.

One exercise dealt with vocabulary - filling words in sentences, matching words and definitions. I had him pronounce the words first, then left the room so he could work on it by himself. Sometimes I feel I don't let him do enough work by himself so I'm going to deliberately plan an exercise or two each time for him to do *completely* on his own. I sometimes think I should be doing more with the vocabulary words - giving a meaning and having Tom give the word, working with opposites, having Tom use the word in a sentence ... He does seem to have a pretty good understanding of the words.

June 28, 1977

It took a long time to work through the exercises tonight, so I did not get as much done as I had hoped. Tom got the vocabulary exercises correct but it took awhile. He was quite adept at using the glossary to look up words. This somewhat surprised me since we hadn't worked with it before. He must have worked with it before I had him. He did have some difficulty with *Drawing Conclusions*, Book C. They are really difficult. I've been having him read a paragraph aloud and do the exercise but starting next time, I want to have him do a whole page completely on his own - just to see what percentage he'll get on his own. He had difficulty with little words tonight. I have him 5 spelling words. I get so frustrated with the English language. I gave him 'smell' which he got right and then I gave him "until", which he spelled "untill" of course. Sometimes I wonder how anyone learns to read and write. And to try to give students rules to follow - they'd spend their time trying to remember the rules let alone how to read. Due to my frustration, I let Tom go 10 minutes early.

June 30, 1977

Routine night. We did, however, begin the *Main Idea* book in which Tom was to choose one of three possible sentences as the main idea for each selection. He did very well and had no difficulty. It seemed easier for him than his having to decide whether a sentence was indeed the main idea.

I gave him the reading attainment card and before I could get up to leave, he began reading it orally, without the tape. I tried not to help with it unless it was to point to a word he had mispronounced or miscalled that might change the meaning of the selection. He was able to do the exercises correctly although he said right after he finished reading that he may have to re-read it or listen to the tape to answer the questions. By reading it himself, he had to concentrate more on the reading process - getting the words -- rather than comprehending what he was reading.

It 'dawned' on me that I jumped ahead of matters when I gave him Drawing Conclusions in Specific Skills, Series C. That is probably the most difficult book since drawing conclusions is a more complex reading skill. What I should have done since I was also going to a more difficult reading level (Books B up to Books C) was begin again with the more elementary skills - Locating the Answer, Getting the Facts, etc. until he became used to the reading level. Hindsight!

July 5, 1977

When I gave Tom spelling words tonight, I realized we need to review vowel and vowel combination sounds (ar, oi, ow...) again. Even though at one time he could consistently give me the correct sound, or letter combination when I gave the sound, it's been several months since we specifically reviewed the sounds and he's forgetting them. That's one area I sometimes overlook. The constant need to review. He seems to have learned something but if we don't review it periodically, he partially forgets it. Does that mean he's never really learned it? I still feel my spelling 'program' is non-existent as far as being planned and orderly. It's piecemeal, hit and miss. But it's my problem for not getting one together myself, since there does not seem to be a published program available, in our center at least.

July 7, 1977

Tonight was not one of Tom's better nights. He seemed to really stumble over words that at other times would have caused him no difficulty. The story began with some very difficult words (Narcissa, territory, arrival, Laramie...) and it seemed to throw him off right from the beginning, almost as though he had a mental block that the whole story would be difficult. Maybe I should have presented (told him) all the words before the story rather than have him struggle over them (either before or during the story). Yet sometimes I feel he wants to figure it out on his own and might not appreciate my just giving him the word. I don't know how much it interferes with comprehension of the story. He did very well on the exercises however. One exercise dealt with map skills. He had some trouble with a math related problem. Again, I had to force myself to let him work on it on his own and not give him too much help.

July 12, 1977

I feel really good when I sit back and listen to Tom reading a long passage. I can't really describe it. It's just that he has improved so much these past nine months. He's reading approximately at a fourth grade level now. I wish I had taped on of our first meetings. Tom would be surprised (and pleased!), too, to hear the difference between his reading then and now. He's really on his way.

August 2, 1977

Tom and I were talking about the new Level 1 program that will be starting next month. I mentioned that a class might open in his town and he wouldn't have to drive to Vincennes twice a week. He asked if it would be a class of just beginning readers or if other students would be there also. As we talked, he mentioned how a new level 1 student is embarrased to come in. He said he himself wouldn't have wanted to work in a larger group where 'higher level students' (those working towards G.E.D.) were present when we started last fall. I asked him if he would mind now and he grinned and shrugged his shoulders.

September 21, 1977

The last few entries have been rather brief. The staff 'informally' decided at the beginning of the summer to stop writing in the diaries while we concentrated on finishing the project. Therefore unless something special occurred, I did not record our meetings. Tom has continued to come regularly throughout the summer - and has continued to improve. He is now working with 'fifth grade' reading level materials. One thing I noticed in working with adults, or at least with Tom, once they begin to catch on - they really go. Unlike elementary school where everyone completed a book or a series before moving to the next one, we've jumped from one level to another, without completing all the materials at that level, or even one particular book. For instance, we may do 10 out of 25 units of a Specific Skills Series book or 9 out of 20 Reading Attainment cards of one level. Then if Tom is having no real difficulties in reading silently or orally, or with the comprehension activities, we move up to the next level and try it. If it is too difficult, we can always go back to where we were - but we've never had to. There is a lot of lost time to make up for, without wasting any more. Tom said he now reads certain sections of the newspaper regularly. While he was waiting at a friend's house several weeks ago, he picked up a magazine and read two articles...and he grinned as he told me about it. He said the reading in the operator's manual for the combine also seems easier. Terrific!

Unlike the first few meetings in which we awkwardly jumped right into the materials and then ran out of things to do before the hour and half was up, we now usually talk five or ten minutes before starting work and maybe another ten or fifteen minutes afterwards. Tom talks about the farm work, his family, tractor pulls, something he has seen on tv, how he spent the weekend, how a new student feels coming into the program ...

He mentioned that changing teachers is always unsettling. He apparently had several different teachers before I worked with him and will be having a new one now that the project is ending and I will be leaving the program. He said it always takes a while to get used to a new person. Looking back, I remember how uncertain and anxious I felt about meeting and working with new adult students. The uncertainty of what to expect was probably even worse for them.